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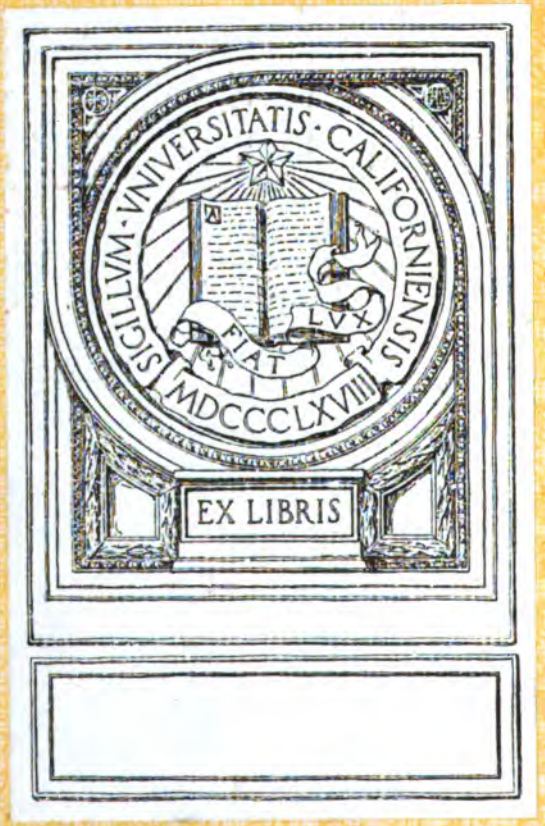
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(See page 258)

DISCUSSING THE DUTIES OF AN ALDERMAN IN A ROCHESTER SCHOOL HOUSE

RUSSELL SAGE
FOUNDATION

WIDER USE OF THE SCHOOL PLANT

BY

CLARENCE ARTHUR PERRY

INTRODUCTION
BY
LUTHER HALSEY GULICK, M.D.

NEW YORK
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PREFACE

THE following pages contain the results of an inquiry into the utilization of school property after day-class hours which has been carried on during the past year and a half by the Department of Child Hygiene of the Russell Sage Foundation.

The information has been gathered from the reports of school authorities and voluntary organizations as well as by means of personal investigation. In the collection of material city superintendents and boards of education also, to a number that forbids individual mention here, have rendered generous assistance. They have written long letters, filled in tiresome questionnaires, and given or loaned valuable photographs. Without their co-operation the investigation would have been greatly handicapped.

Pains have been taken to secure accurate data; but the extension of the various after-school activities is progressing so rapidly that the conditions in many cities will in a short time be misrepresented by this account. Since, however, events and situations have been selected, not for the sake of local history, but because they reveal some aspect or stage in the development of the undertaking, it is hoped that this limitation will not affect the usefulness of the book.

New York, October 20, 1910

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INTRODUCTION

ONLY upon the basis of personal understanding and mutual confidence is efficient and coherent social action possible. This is the foundation of democracy. Communities must have, therefore, material and social machinery by which various classes shall come to know each other; some instrument that shall cross-section racial, financial and social strata; something that shall go beneath these and touch fundamental human interests. Of these the central one is the love of children and the machinery most natural, as well as most available, is the public school system.

This volume endeavors to show how the educational equipment of American cities is already being used to bring about this mutual understanding. Mr. Perry has deliberately selected the most successful aspects of the work in all parts of the country. He has not portrayed the failures—and there have been many; he has not spent time in magnifying the difficulties—although they are real. All the illustrations represent actual undertakings, and being the best in each field, they may give the general reader the impression that the battle has already been won, that all obstacles to the wider use have been removed. The truth,

however, is quite otherwise. While based entirely upon facts the account does not purport to show the conditions existing in the average community.

My own study of the situation and of the material contained in this book has led me to three conclusions:

(1) The school is the natural focal point of the community's social life since it centers the universal interest in children and cuts through social, religious and even racial lines.

(2) As the school plant already belongs to the people it is proper to employ it for their social activities. Making it useful for twelve instead of five hours a day would involve few administrative changes and a comparatively slight expenditure of money. Indeed, the improvement of education resulting directly from the wider use legitimizes such action by school boards. We can no longer restrict the word "education" to the inculcation of the few fundamental operations so often characterized as the "three R's." The newer ideal does not limit its application to the schooling of children but extends it to the intellectual progress of all who would follow the paths of learning.

(3) In every case this movement for using school property and machinery to meet the larger community needs requires additions to the staff. The principals and teachers of the day school, even though willing to sacrifice time and energy

in the wider work, should not be permitted to do so, their best service to the community being possible only when they are not overburdened. In presenting this subject to audiences of school people I have been puzzled time and again at their almost complete lack of interest, only to discover, upon inquiry, that they saw in it large additions of labor and responsibility which they could not hope to carry and do their daily work well.

In manner of treatment Mr. Perry has confined himself mainly to the description of what is actually being done, showing how it was done, what it cost, who did it, and kindred matters. He has not dwelt upon the relative values of the different after-school activities nor indulged in theoretical abstractions, believing that the concrete cases, if presented with sufficient realism, would make the best possible argument for the wider use of the school plant.

LUTHER HALSEY GULICK

New York, October 17, 1910

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I

THE WIDER USE

CHAPTER I

THE WIDER USE

THE children who went to school back in the eighties skipped out of the school house door at half past three and scampered down the street shouting with glee. Instruction was finished for the day and the building turned over to the janitor for sweeping. After he finished his work he locked the doors, and the school house was not used by anybody during the rest of the twenty-four hours. On Friday afternoon the premises were closed until the following Monday morning. On Saturday and Sunday the grounds were shunned as forbidden territory and during the long summer months no one entered them, except possibly workmen to make repairs.

During one hundred and eighty days out of the year the whole school property was used a scant seven hours daily—less than one-half of the total usable period. The rest of the time it was absolutely idle. It was not only of no service; it was deteriorating.

Within a couple of decades all this has changed. Public school buildings are now open in some places every week-day in the year. They are open not only days but evenings. Classes occupy

them during July and August as well as during the winter months. Children go to them Saturdays as well as Mondays, and in some places the school rooms are not left unvisited even on Sundays. In a word, the school equipment is not nowadays employed merely and solely for the ordinary day-school work. It is being devoted to a wider use. The school house has become a place where children may both play and study; where they may do things with their hands as well as pore over books; where youths can continue an interrupted education and shop girls enjoy exhilarating physical exercises after the day's grind; where neighbors may gossip and mothers come together to learn how they can supplement the teacher's work in their own homes.

The activities now carried on in the school houses and yards during the margin of the time left by the regular day-school work, constitute the wider use of the school plant.

EVENING SCHOOLS

The earliest work of this kind to be undertaken was that of the evening schools. They have now become a very important branch of public instruction and are generally held during the winter months. The courses vary with the character of the population, but in most American cities the same methods obtain in their instruction, organization and administration.

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Courtesy of Boston School Committee

A NEGLECTED OPPORTUNITY

The evening schools of New York City include practically all of the types found in this country. They are divided into elementary, high and trade schools. The elementary classes are held four nights a week beginning early in October, and continue for ninety evenings. Tuition is entirely free, no charge being made even for the materials used. All applicants must be above fourteen years of age. The subjects taught are reading, arithmetic, composition, penmanship, drawing, geography, hygiene, physical training, American history, civics, bookkeeping, sewing, millinery, dressmaking and cooking. Another part of the evening elementary work is that of teaching English to foreigners. These classes are made up of Italians, Russians, Hebrews, Poles, and representatives from thirty-two other immigrant races. Wherever possible each class is composed entirely of members of the same tongue, but in the case of the sparsely represented races they are grouped together in mixed classes.

The New York evening high schools begin the latter part of September and run for one hundred and twenty nights, requirements for admission being the same as for the day high schools. The applicant must either be a graduate of an elementary school or have an equivalent education. Those offering the latter are required to demonstrate it in a satisfactory test. No fees are charged in any of these higher courses. The subjects taught include Latin, the modern languages, the

natural sciences, English composition and literature, stenography and typewriting, history and political science, free-hand drawing, dressmaking, millinery and domestic science.

To the evening trade schools only those are admitted who are regularly occupied during the day. A pupil under twenty-one must furnish recommendations from responsible persons vouching for his sincerity of intention to continue in the class throughout the school year. The subjects taught are carpentry and joinery, cabinet making, pattern making, blacksmithing, plumbing, machine-shop work, printing and typesetting, mathematics, free-hand, architectural and mechanical drawing, machine design, applied electricity, steam engineering, electric wiring and installation, industrial chemistry, applied physics, advanced dressmaking, millinery and domestic science.

VACATION SCHOOLS

Another form of activity which, like that of the evening school, bears a similarity to the regular day-school work, is carried on during the summer months and is known as the vacation or summer school. New York again affords us an excellent example. Attendance is entirely voluntary. Once the children have entered a class they are encouraged to continue in it throughout the summer term. The instruction is nearly all of the nature of hand work, the only exception being a class made up of children who either have

failed in their studies or wish to get ahead of their grades. By attending the summer course many deficient children are enabled to secure promotion at the opening of school in September.

The visitor entering one of the New York vacation schools will be struck with the atmosphere of happy relaxation which pervades the class rooms. Systematic, diligent work is carried on, but the children enjoy it so thoroughly that very little discipline is required. The children receive instruction in chair making, basketry, bench work and fret sawing, elementary woodwork, Venetian ironwork, knitting, elementary sewing, dressmaking, millinery and embroidering. They are also instructed in the domestic arts and cooking. The very small children are given kindergarten work.

As a rule, these classes are held only during the morning, and as the session is short the child generally spends the whole morning in one class. At the end of the term the pupils are allowed to take home the things they have made.

Vacation schools are very much alike all over the country, though in some places more emphasis is laid upon the academic features than in others, and certain cities have added new courses, such as lessons in first aid, clay modeling and kite making.

SCHOOL PLAYGROUNDS

Another "wider use" of the school plant during the summer is that of the vacation playground.

These playgrounds are open in the afternoon, frequently in the yards of the schools which were occupied by classes in the morning.

The work conducted in the school yards of Newark, New Jersey, furnishes a good illustration of the possibilities of directed play. It is generously supported by a progressive board and very efficiently administered by an unusually large force of expert leaders. The Newark yards are of a fair size and are well equipped with playground apparatus. The exercises open at half past one with a brief ceremony consisting of a talk or a story by one of the teachers, a song and a flag salute, and then the boys and girls are marched to their respective quarters on the grounds.

Before using the apparatus the boys' and girls' divisions are given what are called "setting-up" exercises. After these the groups are divided into squads and assigned to various games and sports or to the use of the apparatus. Immediately the yard takes on the appearance of an out-of-door gymnasium. Here is a group of boys doing stunts on the horizontal bar. Just beyond, a line of youngsters wait their turns on the climbing ropes. The boy who climbs clear to the top can ring the bell there and everybody looks up at him. It's like making a bull's eye in the shooting gallery.

Other boys practice jumping, pulling themselves up the inclined ladder, or stretching their arms on the flying rings. In another corner

of the yard an exciting basket ball game is in progress. Over there a string of boys are playing leap-frog.

On the girls' side happy groups play ring-toss, bean-bag, prisoners' base and various other games. Inside the school house in a class room from which the seats and desks have been removed there is folk dancing by successive classes of girls. As they throw themselves into the Shoemaker's Dance and the Highland Fling, or whirl about in the Tarantella, the joy depicted on their flushed faces leaves no doubt as to the healthful effects of these rhythmic exercises.

In connection with the Newark school playgrounds some hand work is also given. At certain periods the boys are set to whittling, chair caning, kite making or basket weaving, while the girls take their turn at crocheting, sewing, doll-making, hat weaving, and cardboard and fancy sewing. In the "kitchen-gardening" department, the girls also learn how to build fires, set the table, sweep, wash, and a number of other household activities. The children fix up the playground themselves. The boys clear it, dig jumping pits and mark baseball diamonds, while the girls are called upon to make bases for games, bean-bags, aprons, bloomers, and the curtain for "curtain ball."

PUBLIC LECTURES AND ENTERTAINMENTS

One of the commonest uses now being made of our modern school buildings during the winter

evenings is for free lectures and entertainments. Some cities offer occasional lectures with a sprinkling of concerts, recitals and theatricals, given under the auspices of local societies or clubs. In others this sort of work forms a definite part of the educational program and large sums of money are appropriated for its support.

The most extensive public lecture work undertaken by any board of education in the United States is that carried on in New York City. These lectures are given mainly, but not entirely, in the public school buildings. Their subjects are taken from all departments of human knowledge. Geography, science, literature, history, sociology and biology are only a few of the fields from which the lecturers bring messages. Many of the topics are presented in a related series of addresses from the same lecturer.

A more definite notion of the character of both the lectures and lecturers can be obtained from the following selections taken from the program of the year 1907–08: "Benjamin Franklin," by Professor Harry G. Paul, of the University of Illinois; "The Great American Poets," by Professor Curtis Hidden Page, of Columbia University; "Reminiscences of the Great War," by General Horatio C. King; "Labor's Part in Industry," by Professor James Walter Crook, of Amherst College; "How to Look at Pictures," by Mr. Alex. J. Van Laer; and the "Story of the Stars," by Miss Mary Proctor.

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AN OPPORTUNITY EMBRACED

While most of the lectures are given in English, a number are given in the Italian, Yiddish and German languages. Lectures susceptible of such treatment are illustrated by stereopticon pictures or by laboratory demonstrations, the latter conducted upon the stage with suitable apparatus. At the close there are frequent conferences between the speakers and their audiences, and study at home of the subjects discussed is stimulated by the distribution of syllabi and books. The approval of these lectures as attested by the large attendance, the genuine interest shown by the auditors, and the wide information contributed, all bear out the contention of their enthusiastic promoter, Dr. Henry M. Leipziger, that they form a veritable "University for the People."

EVENING RECREATION CENTERS

In winter time the school buildings help meet the needs of children through a "wider use" known as the evening recreation center. The most highly elaborated and efficiently organized recreation centers in this country are conducted by the New York Board of Education.

These centers are supposed to receive only those boys and girls who are no longer in school. If any known day-school pupils appear, they are sent home unless they have come to use the study room, which at some of the centers is maintained under the care of a regular teacher for the benefit of those children who are unable to study at home.

For the sake of breaking up the crowd into small, fixed groups which can be made to rotate in the use of the various privileges, the youngsters are urged to join some one of the numerous literary or debating clubs conducted by a competent club-organizer and member of the principal's staff. These literary societies meet in class rooms certain nights in the week and deliver essays and orations, or conduct mock trials or debates. On the other nights they play basket ball or use the gymnasium apparatus.

The unattached youngsters take their turn at shuffle-board, ring-toss, ping-pong or some of the quiet games such as checkers, chess and dominoes. In the girls' centers folk dancing prevails in place of the rougher sports liked by the boys. A reading room and circulating library is also found at the recreation centers.

SOCIAL CENTERS

The other recreational use which is made of school buildings during the winter months is designed more especially for adults. The school house here becomes a social center, and a conspicuous example of successful work of this kind has been attained by the Rochester Board of Education.

Certain of the school houses were equipped with gymnasiums, shower baths, chairs, tables, a traveling library from Albany and a set of table crockery. Men's civic clubs, women's civic clubs and

"coming" civic clubs for the young people were organized. During the early part of the week the clubs rotate in the use of the meeting room and the various other facilities. On Fridays the men and women meet together, hear a lecture, enjoy an entertainment or a concert, and end the evening with a dance. Sometimes the clubs all get together for a "feed." They keep the gymnasium, piano and reading room in use most of the time. When the amusing features begin to grow slack, they liven things up with a debate or put two opposing political candidates into the arena and listen to samples of campaign oratory.

These clubs hold loan art exhibitions, illustrated lectures and minstrel shows at the social centers. Sometimes a civic club from one of the wealthier districts will entertain a club from a poorer district, and the latter will return the hospitality. The sentiment of the Rochester people is well expressed in the following remark, made at one of the first meetings in a social center: "This is a great discovery, to find that we have a beautiful club house, built and paid for, belonging to all of us and all ready for use."

ORGANIZED ATHLETICS AND FOLK DANCING

The Public Schools Athletic League, in New York City, holds meetings in school rooms and conducts in the gymnasiums and yards the chinning, jumping and other exercises which do not require much space. Certain school systems also

encourage, in school buildings after classes are dismissed in the afternoon, folk dancing and simple games for girls. On account of the prominent place which games and dancing seem destined to hold in the scheme of public elementary education they will be treated in a separate chapter.

MEETINGS IN THE SCHOOL HOUSE

Only one other use of school buildings coming within the scope of this inquiry remains to be mentioned. It is that of allowing various organizations of a civic, educational or philanthropic nature to meet in idle class rooms or auditoriums. Several instances will serve as illustrations.

A very progressive use of the school house as a meeting place is being made in Philadelphia, where a Home and School League makes use of sixty school houses. The membership of each association is composed of the teachers and parents of the children who attend that school. Lectures and addresses upon the methods and problems which arise in connection with the education of children alternate with entertainments. The bringing of the parents into the school house so frequently for social occasions has caused the people in the neighborhood to regard it as a social center. As an Italian paper in Philadelphia stated, "A social center is a party in the school house to which everybody can come for nothing."

In Boston the North American Civic League

for Immigrants gives illustrated talks upon American customs and institutions before audiences of foreigners; and in twenty-two districts schools are being used by branches of the Boston Home and School Association for parents' meetings and other public functions which are attended annually by some 25,000 people. The parents' associations have about 3000 members who pay dues.

Class rooms, especially in secondary institutions, are also frequently used by the regular pupils as meeting places for their literary and debating societies, congresses, school banks and social organizations.

Besides the activities noted above there is another that involves more or less use of school property, but which in its larger aspects falls outside the field of our discussion. Certain schools blessed with spacious premises are profitably and beautifully devoting their yards to gardening; but it is seldom that American school grounds have room for this work, beyond the maintenance of ornamental plots and borders, after the equally wholesome demand for play space has been satisfied. The school garden movement in its commonest form either utilizes vacant lots and home gardens or requires the purchase of additional ground and thus removes itself from this discussion, which is limited to the use of the existing school plant. A further reason for omitting this subject lies in the fact that it has just

been fully treated by M. Louise Greene in an admirable book entitled "Among School Gardens."*

The activities, then, which will be treated in the following pages are the familiar types known as evening and vacation schools, playgrounds in school yards, public lectures and entertainments, evening recreation and social centers, organized athletics and folk dancing, and the use of school rooms as meeting places for various civic and social organizations.

In their treatment an effort will be made to present them in actual operation, describe the various forms of administration, and give pertinent details as to cost, development, and the social amelioration which they are effecting.

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II

EVENING SCHOOLS

CHAPTER II

EVENING SCHOOLS

ON East Fifteenth Street in New York City is a stone edifice five stories high which occupies nearly an acre of ground. Within its walls are forty-eight class rooms, six laboratories, twenty shops, a capacious auditorium and a suite of modernly appointed offices. The entire plant cost the taxpayers $1,445,937.20, and is known as the Stuyvesant High School.

During the months from September to June this immense building is used about seven hours a day, by boys and girls from thirteen to twenty years of age. When the teachers depart, at five o'clock or thereabouts, the building is turned over to the janitors. For a period the doors are closed, the machinery in the shops is silent, the apparatus remains untouched in the laboratories—the factory rests. Not for long, however, for scarcely have the clerks from the stores and workmen from shops and factories finished their evening meal when the windows of the big building begin to light up, one after another, and the whole façade throws its radiance out upon the street. Soon, a man walks up the

front steps, inserts a key in the door and enters. He is followed by others, singly, in pairs, and in threes. Presently all the doors are opened, and men and boys come in large numbers, from the west as well as from the east.

If one were to stand in the lobby of the school some evening about eight o'clock and watch these men and boys he would be struck with their serious mien and the absence of frivolity in their conduct. Each seems preoccupied and bent on the business in hand. There is no loitering or confusion in the corridors. Shortly after the gong strikes, the hallways are deserted and the low hum of machinery and the buzz of voices indicate that the factory is again in operation.

The principal who shows one about is also in charge of the day school. He has an assistant and a separate office for the evening work. The first rooms that one visits hold classes in shop arithmetic, algebra, and geometry, but there is apparently little reciting. One pupil is conferring with the instructor at his desk while the others are in their seats engrossed in study. The wide differences in ability and progress make class work impossible, and the instruction is, therefore, almost entirely individual.

The chemical laboratories reveal two classes, an elementary one, composed principally of druggists' assistants who hope to become licensed pharmacists, and another made up mainly of employes in chemical manufactories studying the

more advanced phases of the subject. "Many of these," the principal explains, "are real chemists. They do work of scientific quality." Both rooms are equipped with ample supplies of test-tubes, retorts, crucibles, individual working tables, and the other apparatus found in modern chemical workshops. The instructor exhibits a scroll of tracing paper upon which one of the pupils, outside of class hours, has engrossed important formulæ which will be placed where all can refer to them and thus save the labor of copying.

In the physics laboratory a class of youths is distributed in knots of two or three around a series of tables. Each group is provided with an electric bell outfit. Some have the apparatus separated into pieces while others have it already put together, connected with the battery, and are making it "go." They are learning, through hands, eyes and ears, the rudimentary principles governing electro-magnets and electric currents. The knowledge based on practical experiments will "stick," and does not cost them the amount of mental energy required to concentrate attention upon the abstractions in a book.

Across the hall, one comes upon a class in applied physics. Here are maturer pupils, men —even gray-haired ones—as well as youths of eighteen and nineteen. Their faces disclose the features of the Russian Hebrew, the olive complexion from Naples, the florid hue from Hungary, the ruddy cheeks of the Celt, and the character-

istics of other familiar immigrant types. The clothes and hands reveal the office man, the salesman, the mechanic and the day laborer. They sit in semi-circular tiers, the right arm of each seat having a flat extension which affords a resting place for their note-books. They are engaged in the study of electrical measurements and their attention is given to the instructor who stands behind a table loaded with galvanometers, voltameters, induction coils, magnets and other electrical instruments. He illustrates the lesson with apparatus, and then impresses the ideas upon his pupils' minds by the question and answer method followed in the day high schools.

A class in electric wiring and installation, a little farther down the corridor, is held in a room which bears resemblance to a grape arbor. The trellis here is a low, temporary ceiling of boards having partitions a few feet apart that run down to the floor and thus make a series of booths in which the pupils work. These embryo wiremen train insulated wires, like vines, along crevices, through slits and around corners. They solder together broken ends and wrap splicings with gummy tape. Here one screws on a porcelain disk from the center of which will depend the wires for an incandescent bulb; there where his system taps the main wire another installs a fuse block with its requisite fuse plugs just as electricians do in wiring a house or a church.

This same adaptation of instruction and drill

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PRODUCING ILLUSTRATORS IN A NEW YORK EVENING SCHOOL

to the practical work of the pupils is found in the pattern-making room, the blacksmith shop, the mechanical-drawing room, and the class in steam-fitting which meets down in the boiler room. Incipient cabinet makers are fashioning writing desks and parlor tables which would do credit to a "craftsman" shop. These pieces of furniture they take home, the only expense to them being the cost of the lumber; the use of the machinery, benches, tools and the assistance of the master is as free as the air. In the plumbing shop, among the plumbers' apprentices, there is the harness maker who foresees the shrinkage of his trade through the rise of the automobile industry and who is now preparing himself for a new occupation.

The class in electrical engineering is made up chiefly of power-house employes who, at their shops, may perhaps only handle the oil can or the shovel—do the specific task for which they were hired. In the evening school they take dynamos apart and put them together again, set electric motors in operation or study the mechanism of the arc lamp. Likewise in the machine shop the pupils run lathes and become skilled in those operations which they may not master in the specialized factories where all day long they perform over and over again one tiny part of the total manufacturing process.

In the freehand-drawing room there are budding designers and illustrators, employes of art stores

and lithograph shops. In age they range from the boy just out of grammar school to the gray-beard of fifty, and upon drawing boards tilted against tables and easels scattered among the desks they draw from plaster-of-Paris Venuses and curly-locked Jupiters. There are bas-reliefs for those interested solely in decorative art and casts of horses for those striving to depict animal life. Frequently the class forms itself into a club, hires a model and practices drawing from life. A scholar in cap and gown intent upon his open book, a tramp with a week-old beard, coat over arm, leaning on a staff, or just a plain, everyday young man seated in a chair,—in the portrayal of figures like these the students find abundant drill in handling draperies, contours, proportions and light-values. They thus receive an all-round training in the technique of the ornamental draftsman.

The instructor in this room is an illustrator who spends his days in the practice of his profession. The policy of the authorities is to employ, so far as possible, men who are in the trades or who have had practical experience in their subjects. It is not easy to find people with these qualifications who also have the requisite teaching ability; nevertheless, thirteen out of the twenty-seven members of the nocturnal staff of this school are occupied in practical work during the daytime. The remainder, who are teachers in the day schools, are employed mainly for the mathe-

matical and laboratory courses, for which outside experience is not so necessary.

Such, then, are the more salient features of a New York evening trade school. It does not hope, or indeed aim, to train raw apprentices into finished artisans, but rather to give them a solid grounding in their trades and to afford those mechanics who are already caught in the industrial machinery a means of escape,—an opportunity to broaden their experience and improve their skill.

TYPES OF EVENING SCHOOLS

NIGHT INDUSTRIAL SCHOOLS. The school which has just been described is fairly representative of the night industrial schools of the country. The Springfield, Massachusetts, Evening School of Trades, which is held in the Mechanic Arts High School, narrows its efforts to meet more particularly the needs of the semi-skilled employes in the shops. The instruction is divided into the following departments: mechanical drawing, machine-shop practice and tool making, plumbing, wood-turning and pattern making, shop mathematics and electricity. The courses are outlined in detail and most of them involve considerable practice work. The class in mechanical drawing requires a certain amount of home study, while for this and several other courses the men have to provide part of the instruments and tools. The attendance at the machine-shop practice and tool-making classes has exhausted the capacity of the shops and

a waiting list has been created. A considerable return has been made to the city in the tools and other apparatus constructed by the pupils.

The Cleveland Technical High School in its evening course offers, besides the usual subjects, instruction in foundry practice, sheet metal work, bookbinding, pottery, leather work, water color rendering and art metal work. Women also attend this school and there are classes for them in plain, hand and machine sewing, spring and fall millinery, art needlework, plain and fancy cookery, table service and laundry practice. The distinction made in the aims of the Buffalo Technical Night High School is that it is not a place for learning the "manual parts" of a trade, although some hand work is done. But by far the larger part of its instruction is devoted to drawing and the "mathematical, physical, chemical and mechanical principles which are incident to the different trades." New subjects given at this school are architectural drawing and design, sheet metal draughting, machine design, plane surveying, and gas engineering as applied to automobile and motor boat. Altogether, nineteen courses are offered.

The early evening industrial schools were devoted chiefly to instruction in drawing. The Fawcett Drawing School of Newark, opened in 1885, has kept fairly close to its original purpose. Under the stress of modern demands, however, mathematics has been added to its course and

drawing has been surrounded with a group of related subjects such as painting in water colors, clay modeling, machine and architectural drawing and designing, arts and crafts, and a popular course in jewelry designing and manufacture.

Evening industrial instruction in Cambridge, Massachusetts, is provided in three schools, two of which are devoted solely to drawing (one for freehand and the other for mechanical) and the third to manual training courses in machine-shop work, wood-turning, pattern making, forging, and foundry work. In Worcester there is a drawing school composed of mechanical, freehand and architectural departments which are not connected except through the relation of their respective heads to the supervisor of evening schools.

EVENING HIGH SCHOOLS. Coming now to the next type, the evening high school, we find the gulf bridged for us by a class of institution like that in Newark, where instruction is offered not only in mathematics, English, Latin, the modern languages, science, bookkeeping, stenography and typewriting, but also in such manual subjects as drawing, shop-work, cooking, sewing, millinery, nursing and art needlework. The Cincinnati High School likewise gives its night pupils carpentry, cabinet making and mechanical drawing and has one avowed trade class in pattern making which is attended by apprentices in that craft. Stenciling, leather tooling and china painting are given in the Lowell, Massachusetts, High School. As a

rule, however, the industrial courses found in these schools are of the sort afforded by manual training shops and are better suited to the needs of amateurs than of mechanics already engaged in the trades.

The most typical features of the evening high schools, aside from the usual literary, scientific and mathematical work, are the business courses and the training afforded in the vocations of women. Of the twenty-nine courses offered in New York five give a commercial training and four a preparation for dressmaking, millinery and the household occupations. In Newark, the pupils taking business courses form 23 per cent and those taking domestic science 33 per cent of the whole number of students. A large majority of the evening school certificates granted in Providence go to young men and women who have completed commercial subjects. The Lawrence, Massachusetts, business department of the evening schools includes a course in penmanship and card printing which is very popular.

In Newark, Worcester, and several other cities the secondary evening schools have classes for the preparation of those who wish to take the civil service examinations. Pittsburgh during a recent winter had one hundred pupils in this department, three-quarters of whom were trying for the post office service, while the remainder intended to take the railway mail, custom house and departmental clerkship examinations.

The closer organization of these schools, the greater homogeneity of the pupils in age and interests, and the more frequent social opportunities offered to those who pass through a curriculum, are responsible for the existence among them of more student societies and activities than are found in the technical institutions. In the Boston schools there are organizations for self-development and parliamentary practice. The national anniversaries are celebrated with recitations and songs, and the pupils, assisted by talented friends, give occasional concerts and entertainments. The class-room work is interspersed with illustrated travel lectures and addresses on topics of general interest. One of the schools has a girls' club, while the graduates of two others are organized and hold meetings. Debating societies flourish in the Worcester school, which also has an active graduate association. Two New York schools have come together in public debates and discussed such questions as "Strikes, as They Affect the Working Man" and "The Municipal Ownership of Public Utilities."

EVENING ELEMENTARY SCHOOLS. The kinds of instruction given in the third type, the evening elementary school, are well illustrated by the Buffalo grammar curriculum which contains the following subjects: reading, writing, spelling, English language, geography, arithmetic, American history and civics, bookkeeping, typewriting, stenography, domestic science, dressmaking, mil-

linery, mechanical drawing, carpentry and English for foreigners. The same disposition to combine vocational instruction suitable for adults, especially women, with the common English branches, is observable quite generally in primary night-school courses. Native-born men are averse to studying the "three R's" along with youths of fourteen and sixteen and are not found as a rule in any but the technical classes. On the other hand, grown-up women will readily associate with young girls for the purpose of learning how to trim hats or to make their own clothes. In one of the New York elementary schools there is a large class in English language and composition, composed of middle-aged colored women, which is known as the "baby class."

Certain systems, like that of Cleveland, offer only the academic subjects, and still concentrate their energies upon the original purpose of these schools, which was to continue an interrupted elementary education or to bring it up to the point that would secure admission to the secondary and technical classes. While in most cities courses are outlined and pupils are expected to follow them, the grading is usually flexible. Cambridge finds the differences among pupils so great that no definite course is arranged, the instruction being largely individual and certificates admitting to the evening high school being issued as fast as students qualify for them.

The New York elementary curriculum is divided

TRIMMING THEIR OWN HATS IN AN EVENING SCHOOL

THE "BABY CLASS" IN ENGLISH

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into senior and junior departments, the former giving more advanced instruction in nearly the same subjects, with a section in addition devoted to the teaching of English and civics to foreigners. This latter work Superintendent Brumbaugh of Philadelphia believes will be increasingly the chief object of the American primary night school. In his city 41 per cent of the evening pupils are foreign-born, while in Chicago 57 per cent of those enrolled enter the English classes for foreigners. In New York the percentage entering for the same purpose is 36. These figures have no comparative significance and serve only to indicate the importance of this part of the work in the larger city systems.

The foreign classes in New York sometimes contain twenty or even thirty different racial groups, as it is not possible to classify according to tongue except in the case of the Italians, Russian Hebrews and one or two other groups which attend in large numbers. Consequently it would not be possible usually to provide a teacher speaking the same language as the pupils, and strange to say, this is not considered advisable by the school authorities even for the homogeneous classes. There are successful instructors of foreign birth in the New York City schools who teach English to immigrants, but not a few principals believe that this success depends upon the ability of the teachers rather than upon their knowledge of the language of their pupils. It is a question

much discussed and the experience and opinions of school men differ. An Italian once attempted to get a license to teach in the New York evening classes on the ground that his compatriots were dissatisfied with the American teacher and wished some one who could understand them. The superintendent, accompanied by an Italian school commissioner, visited the class in question and in response to their countryman's inquiries the members expressed a unanimous preference for the existing system, explaining that they came to learn English and not Italian.

There is, however, an attempt to grade these pupils roughly into beginners, into an intermediate group who know a little English, and an advanced section, some members of which in a short time become able to take up the regular elementary English courses. The first class are started in their acquisition of our tongue by what is called the natural method. Objects and pictures are displayed and their English names given simultaneously and then written upon the blackboard. The actions expressed by simple verbs are performed before the pupils. After the foundations of a vocabulary have been laid, drill in pronunciation, reading and writing follow.

In addition to the instruction in English the program for the advanced pupils in the New York evening schools also provides for lectures once a week from the principals or other competent persons upon such subjects as citizenship and its

duties, naturalization, the municipal government, the prevention of disease, the lives of great men, and the significance of the national holidays. In Buffalo information on civics and a knowledge of American geography and history are imparted through the reading lessons or by means of interesting stories. Each class also learns to sing "America," "The Red, White and Blue," and "The Star Spangled Banner." In Newark a well planned system of civic instruction is carried out by special teachers who are in most cases able to speak the language of their pupils, though the foreign tongue is used only where interpretation is necessary, as it has been found that English is generally preferred by those who can understand it at all. The aim here is the inculcation of the principles of moral and civic conduct rather than the imparting of information about governmental institutions. Concrete cases are presented and data are drawn from the experience of the pupils. Topics such as the basis of family relations, or citizenship and fatherhood, are discussed through several lessons with the greatest freedom. The instructor then analyzes the various views which have been presented, causing the underlying principle to emerge with such distinctness that its formulation on the blackboard is frequently the signal for handclapping and vigorous expressions of approval.

The keen appreciation which the immigrants feel toward these opportunities is demonstrated

by the absence of disorderliness or any other occasion for discipline. In the Newark classes it is not an uncommon sight to see a man and his wife sitting together or a woman accompanied by a couple of children she could not leave at home, while in all the cities political refugees, graduates of European universities, and highly skilled mechanics of foreign training are found side by side with the peasant and day laborer, enduring the hardships of an ill-fitting educational classification for the sake of learning the tongue of their adopted country.

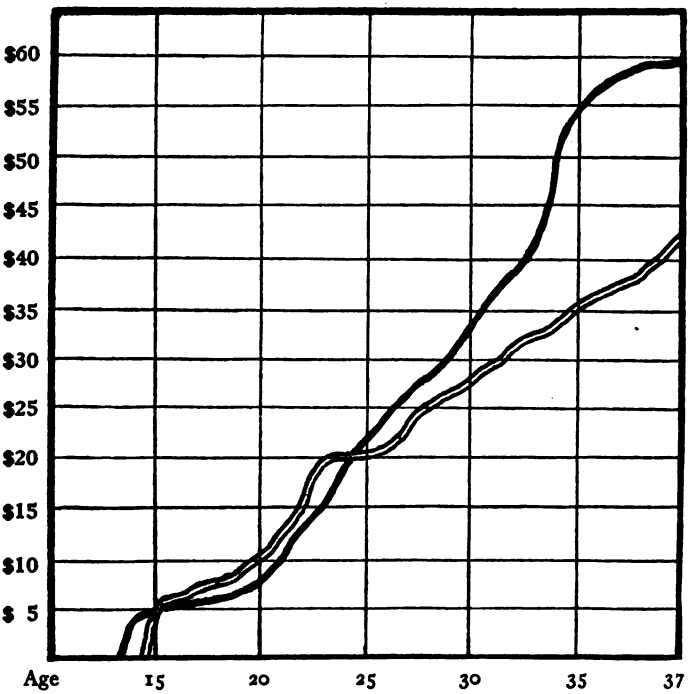
OTHER TYPES. Besides the well-defined types of schools which have been described, there are scattered courses and opportunities of various sorts offered during the evenings in public school buildings which are not included in the regular curricula. Thus in several of the Boston evening schools there have been popular classes in salesmanship. The gymnasiums of a high school and two intermediate schools in Cincinnati are used on alternate evenings by classes of men and women who are instructed by competent physical training teachers. The auditorium of another large school in this city is occupied on Friday nights by a chorus conducted by the supervisor of music. The students are chiefly from the evening schools, but all adults with musical ability are admitted. Brockton employed experts from Boston to come and give two courses of lectures, one on steam engineering, heating and ventilation, and another on

domestic science, for which subjects it had been ascertained through advertisements in the papers that there was a demand.

In discussing the possibility of a mid-term promotion for a pupil in a certain New England school the boy was asked if he was able to study at home. He replied that there were eight in the family and that during the evening all occupied the common living room, which was the only place in the house that was adequately heated and lighted. This difficulty has been met in Newark by opening study classes at five of the evening schools. The pupils range from the fourth year of the day school to the first and second years of the high school. Experienced teachers are in charge, reference books are brought in from the public library, and every effort is made to enable pupils to help themselves. The principals all testify to a noticeable improvement in the day work of these scholars since the study rooms have been opened. Similar privileges are offered to the children of the congested districts in New York City in connection with the evening recreation centers maintained by the board of education, to which reference is made in the chapter devoted to recreation centers.

"Classes in additional subjects may be formed if a sufficient number of pupils apply ten days before the opening of the term." This announcement at the end of the Pittsburgh Evening School Bulletin indicates the growing attitude of school

boards toward the extension of evening instruction. They appreciate the fact that the willingness to add two hours of hard mental application



The Money Value of Industrial Training. Average Weekly Earnings of Graduates of the Newark Evening Technical School. Compiled by the New Jersey Commission on Industrial Education on returns from 85 per cent of the graduates.

Machine Industries. All Classes of Graduates.

to the end of an exhausting day's work shows grit and ambition above the average; and in recognition of the value to the community of trained

ability they stand ready to provide any kind of instruction that is demanded by a class large enough to make the extra labor and expense involved appear worth while.

This attitude is justified by the history of night school work. The increase of the pupil's wage-earning power which it may produce under favorable circumstances has been demonstrated by the experience of the graduates of the Newark Technical School (see diagram on the opposite page). This is a state institution and makes a specialty of evening instruction, but its achievements are not beyond the capabilities of a city technical high school that has a strong evening department.

References to the beneficial effects of the evening classes are continually met with in school reports. Says a Cambridge principal: "I have watched the influence of our school on many a mischievous boy, and have seen him become thoughtful, industrious, ambitious, and self-respecting." A Buffalo report refers to the students of ten years ago who "are now numbered among our leading business and professional men." Instances like those of the ordinary laborer who, through the knowledge gained by his evening technical training, became superintendent of a department in a large industrial establishment, or the factory operative who hit upon an idea for improving his machine and studied mechanical drawing to learn how to draw the plans for the

new parts, can be duplicated many times in any of the trade schools. Many a lonely young woman in the city has found friends through her attendance at a sewing or millinery class, and the dressmaking groups now and then disclose young brides-to-be who are making most of their trousseaux through the munificence of the city's instruction. Enthusiastic superintendents point to the American culinary methods which the immigrant wives are acquiring in the cooking classes, and the good citizens which are being made of their husbands through the teaching of English and civics. From clergymen, teachers, and observers of all sorts the universal testimony is that the knowledge and skill acquired in the evening classes result not only in better dressed but in more self-reliant and self-respecting men and women.

ADMINISTRATION

The maintenance of public evening schools in the United States falls usually upon the local board of education. An exception to this rule is found in Massachusetts where the industrial schools of eleven cities received, through the cooperation of the State Commission on Industrial Education, a large part of their support from the state. These schools were managed, however, by the school committees.

The executive in charge of New York's evening schools is one of the district superintendents detailed for that purpose, and is directly under one

of the associate city superintendents with whom he consults regarding the courses of study and matters of policy. In the supervision of the class work he is assisted by the district superintendents who are assigned to the evening schools in their own districts. The directors of special subjects in the day sessions supervise the evening high school classes which are pursuing work in their fields, a plan that has given general satisfaction.

It is becoming the general custom in most cities to place all of the evening schools under the charge of one man. In Cambridge he is called the "agent of the school committee," in Indianapolis, "director," but more frequently the title of "supervisor" is given to him. Quite often he is an energetic principal of a day school, or, as in Newark, he has charge of the public lectures as well as of the evening schools. The first supervisor of night instruction in Boston was also charged with the conduct of the vacation schools. In Cleveland there is one supervisor for the high and another for the elementary classes. These supervisors are usually men of high professional ability and of more than average enterprise, and their appointment is followed, as was the case in Lawrence, Massachusetts, by marked improvement in the efficiency and character of the work. In this city there had always been considerable trouble at the beginning of the term in classifying the large immigrant body. The beginners, those who knew a little English, and those more advanced

were so inextricably mixed, conversation with them was so difficult, and the names on old class lists so unmanageable, that even with the aid of interpreters the American teachers lost several days before a practicable grading was effected. The new supervisor hit upon the scheme of giving out, at the end of the term, different colored cards to these three groups. On resuming work in the fall those with white cards were corralled in one room, those with red and yellow ones were assembled in others, and the classes settled down to regular work on the second night of the term. This is only one of several important reforms which were accomplished through the employment of an expert in administration whose time and energy were not consumed in the work of teaching.

Another factor in the betterment of the Lawrence system was the backing which the new supervisor received from the sub-committee of the local board on evening schools. They were men who could not only appreciate educational needs, but had the back-bone requisite for removing inefficient teachers and making other beneficial changes that demanded courage. The assignment of a sub-committee of the school boards to evening schools is peculiar to New England. Of the thirty-six cities which do this, found by an examination of 109 lists of board committees, twenty-eight belonged to that section of the country. When it is seen that twenty of these were in Massachusetts one wonders if this

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DRESSMAKING IN A BROCKTON CLASS ROOM

THE CLEVELAND TECHNICAL H. S. RUNS EVENINGS

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custom does not offer a partial explanation of the reason why that state (see page 102 for the figures) leads the country in the proportion of its inhabitants who take advantage of night school opportunities.

The appointment of teachers in New York City is made from appropriate eligible lists in the order of their standing. These lists are prepared by a board of examiners after written and oral examinations, or in the case of regularly licensed day-school teachers after a close scrutiny of their records. In Newark an effort is made to secure qualified persons who are *not* employed in the day schools, though teachers who are and whose record for the past year was at least "good" may be so employed if other instructors are not available. Here a standard teacher's certificate, or a college or normal school diploma, together with a certain amount of successful experience, may be offered in lieu of an examination for an evening-school license.

"The men employed as instructors are chosen on account of their practical knowledge of, and experience in, the lines which they are to teach, and each is an expert in his profession." This statement in the prospectus of the Buffalo Technical Night High School gives the aim generally followed in the selection of teachers for this class of schools. Some cities find it impossible to achieve this, however, without drawing upon the regular school force, and there is a danger then of

impairing its efficiency for the day work. To obviate this difficulty somewhat the Springfield Trade School sessions were cut from six to four nights a week. Cleveland overcomes this difficulty by providing a separate corps for the evening classes in its Technical High School.

This endeavor to avoid the employment of day teachers obtains in both the elementary and high schools among most of the larger cities but very few of the smaller ones are able to adopt the policy on account of the scarcity of instructors. The wisdom in any case, of having some sort of a civil service regulation governing the appointment of the evening force has been clearly demonstrated in Philadelphia, where, prior to 1907, no certificates were required, and where the number of positions filled depended entirely upon the special appropriations which the councilmen were willing to make for their friends. During the year named a new plan was put into effect the chief features of which were the provision by the superintendent's office of an eligible list made up of approved teachers with at least two years' experience in the local schools; and the authority to reduce the number of evening classes to the point where adequate accommodations were provided for all persons over fourteen who had a right to attend. As a result of the change Philadelphia obtained better schools, more efficient teaching, and a more satisfactory service to the people at a cost of at least $30,000 less per year.

Regarding the admission of pupils the Pennsylvania state law says, "No one may attend the evening schools who is under fourteen years of age, who is unemployed during the day, who can attend a day school either public or private, or who is not a resident of the school district." The same minimum age obtains in New York City and Indianapolis; in Auburn, New York, it is sixteen; in Philadelphia and Cleveland fifteen; while in St. Louis and Newark no children under twelve may attend the evening schools. Most cities also add, in effect, the provisions contained in the Pennsylvania statute regarding employment and attendance at day school. For entrance to the high schools, especially in the case of those well organized, the scholastic requirements are practically the same as those for the day secondary schools; namely, either an elementary certificate or the demonstration, in a test involving power rather than memory, of the possession of an equivalent education.

COST OF MAINTAINING EVENING SCHOOLS

City	*Year*	*Expenditures*	*Per Capita* *
Cambridge	1908	$16,575.62	$13.18
Chicago	1908	133,040.08	12.15
Newark	1909	120,067.67	19.28
New York	1909	754,112.95	17.92
Providence	1908	39,230.06	14.11
St. Louis	1908	26,760.85	8.11
Springfield (Mass.)	1908	17,472.65	14.21

* Based on average attendance.

The above figures give a notion of the financial aspect of evening school undertakings but they cannot fairly be used as a basis for inter-city comparisons. They were taken from published statements, and among educational accounting practices there is a lack of uniformity in the treatment of such items as supervision, general expenses, heat and light, etc. Thus in the report of the Springfield schools the sum of $483.47 is included as the proportion of the general expenses of the school system allotted to the evening department, while Providence has not figured in that item at all. Besides, certain kinds of instruction are more expensive than others. The per capita cost (for average attendance) of the New York high and trade schools is $31.36 while that of the elementary department is $13.73. Consequently a city with a proportionately large number of persons taking advanced studies would show a higher cost per pupil than one with a relatively small attendance in this department. Thus, the difference between the Newark and New York per capita figures is mainly due to the fact that 40 per cent of the former's pupils are in the secondary and industrial departments, while in New York the same class of students form only 20 per cent of the total attendance. In like manner the lowness of Chicago's figures is partly explained by the fact that only 18 per cent of her pupils are in the high schools.

Variation in the number of sessions also has a bearing upon the relative expensiveness. Thus, Chicago with a lower per capita cost than Providence (taking two cities where the high and elementary schools are run the same number of nights) expends $0.152 per pupil per evening while in the latter city the amount is $0.141. This is due to the fact that the Rhode Island city keeps her classes open one hundred nights while Chicago keeps hers open only eighty.

Where the character of the instruction remains practically uniform the tendency of the cost per pupil is to decrease; this means not only that there is generally an increase in the attendance but that this increase is enough to offset the gradual rise in teachers' salaries. An example is found in the case of Providence where during the seven years ending in 1908 the per capita cost fell $0.22 while the total expenditure (mainly salaries and supervision) was augmented by $867.25. In New York City during the same length of time the average attendance increased 69 per cent, while the cost rose only 58 per cent and there was a consequent drop in the per capita cost from $19.16 to $17.92. When the elementary schools alone are considered there are some remarkable instances of growing economy. Thus, during the decade ending in 1907 the per capita cost of this kind of instruction in Cleveland fell from $8.34 to $2.83, which however is not so strange when it is discovered that the enroll-

ment increased 23 per cent during the last year alone.

When, on the other hand, attention is turned to the figures for *all* classes of instruction in a city where there has been an enlargement of the educational facilities and a rapid growth of the secondary and industrial departments relative to the elementary division, a corresponding increase in expensiveness is discovered. In Newark during the seven years ending in 1907, although the average attendance was raised 88 per cent, there was also a rise of 39 per cent in the per capita cost. This increase is attributed by Superintendent Addison B. Poland to the industrial and other kinds of new work which have been introduced into the elementary and high schools, the establishment of new high schools, increase in the pay of teachers, and reduction in the size of classes. The results of these improvements can be seen in the fact that while only sixteenth in point of size Newark ranks fifth among the cities of the United States as respects average attendance at evening schools.

In both New York and Newark the pupils pay no fees for tuition or for the use of apparatus and material in the laboratory or shop courses. The Springfield Trade School, however, charges incidental fees ranging from $2.50 to $8.00 and non-resident pupils tuition fees in addition of from $10 to $15. All members are required to furnish individual outfits of tools and instruments, so

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A Buffalo School House Helping Working Boys to Become More Efficient

that while the expenditures for 1908 in this school amounted to $3801.53 the return of $1102.75 in the shape of fees and receipts from the sale of lead waste brought the per capita cost (average attendance was 262.5) to the taxpayers down to $10.28. The receipts from fees of this sort for the same year in Cleveland were $1228, in St. Louis $696, and in Los Angeles, approximately $1700.

The relative importance of the different items entering into the cost of these schools is illustrated in the following table:

TABLE SHOWING DISTRIBUTION OF EXPENDITURES IN CHICAGO EVENING SCHOOLS FOR THE YEAR 1907–8

	Per Cent of Total
Salaries, principals and teachers	81.09
" engineers and janitors	8.60
Gas and electric light	6.94
Fuel	2.56
Printing	.47
Cooking supplies	.34
Total	100.00

In view of the prominent part played by teachers' salaries in evening school finances, the amounts obtaining in several cities, well scattered geographically, are given in the table on the following page.

TEACHERS' SALARY SCALE IN SIX CITIES—PER EVENING

Positions	*Cambridge*	*New York*	*Newark*	*Milwaukee*	*St. Louis*	*Los Angeles**
Supervisor.....	..	..	..	..	$10.00	..
High School						
Principal.....	$4.00	$7.00	$5.00	$3.50	5.00	..
Vice-Principal ..	..	..	..	..	..	$3.22
Assistant.....	2.00	5.00	4.00	3.00	4.00	3.00
Laboratory Asst..	..	3.00	..	..	..	..
Junior Teacher...	..	3.00	..	..	..	..
Substitute.....	..	3.00	4.00	..	..	..
Special Subjects						
Supervisor.....	..	6.00	..	..	..	..
Manual Training..	..	..	3.00 3.50	..	..	..
Cooking.....	..	..	3.00	..	..	..
Sewing.....	..	..	3.00	..	..	..
Stenography.....	..	..	4.00	..	..	..
Drawing.....	3.00	..	3.00	3.00	3.50	..
Elementary School						
Principal.....	3.00	5.00	4.00	..	..	3.87
Principal, 5 rooms or more.....	..	..	..	..	4.00	..
Principal, under 5 rooms.....	..	..	..	..	3.50	..
Teacher in charge.	..	4.00	..	..	..	..
Gen'l Ass't and Head Depts....	..	3.00	..	..	..	..
Assistant.....	1.50	3.00	3.00	..	2.50	2.58
Teacher.....	..	..	..	2.50	..	..
Substitute.....	..	2.00	3.00	..	..	..

* Payment on basis of the term.

TENDENCIES

"The possibilities of the evening school, especially of the *industrial* evening school, have scarcely as yet been imagined even by educational enthusiasts." In these words Dr. Poland voices not only the optimism of many leading educa-

tors over the future of evening instruction but indicates the field in which the largest developments seem likely to occur. Of substantially the same import is the amount of attention which American schoolmen have been giving to the study of the German continuation school system wherein much of the work is done in the margin of the day and affords training for industrial pursuits. In their reports for the year 1908 both Mr. Andrew S. Draper, Commissioner of Education of the State of New York, and Mr. E. G. Cooley, Superintendent of Schools of Chicago, give considerable space to discussions of the German *Fortbildungsschulen** and the solution they offer for the problem of equipping young people for the practical business of life. Mr. F. B. Dyer, Superintendent of the Cincinnati schools, in his report for the same year also says, "It is to be hoped that the German practice of continuation schools may be established here."

There is a feeling among the school authorities that costly technical equipment should be used more of the time. Superintendent Wilbur F. Gordy of Springfield expresses the desire "that in the near future all of the superior equipment of the Technical High School may be used six instead of four nights a week, and for forty or fifty instead of twenty-four weeks in the year." This disposition to increase the use of the class rooms as well as the laboratories

* For description of these schools see page 66.

is shown by the recent action of St. Louis in extending its evening school term 25 per cent, and in the establishment in New York of normal classes for teaching day teachers the new free-hand movement in penmanship. Dr. Matthew J. Elgas, who is in charge of the evening schools of this city, also recommends that other normal classes be organized in the night high schools for instruction in physical culture, music, and the teaching of English to foreigners.

In support of Dr. Brumbaugh's contention that the evening *elementary* school will be increasingly an institution for the Americanization of foreign-born people, may be brought forward the following recommendations of the New York State Commission on Immigration which are endorsed by Dr. Maxwell and quoted in his 1909 report:

"1. That night schools for adult aliens be established in all parts of the state where the needs of the resident non-English speaking population show that they are required; that schools be established for labor camps employing such non-English speaking laborers; and that the state either incur the expense for such schools or contribute to the support of such schools.

"2. That the attention of the educational departments of the state, cities and towns of New York state be drawn to the following proposals with a request to consider and act upon them:

"*a.* The opening of night schools for aliens

during all or a part of the period from April to October."

Of significance in this connection is the proposal to establish an institution to be known as the Massachusetts College, which will utilize high and normal school buildings and the services of their teachers throughout that state between the hours of 4:30 and 9:30 p.m., three days a week and a certain amount of time on Saturday and Sunday. The promoters of the plan argue that these schools have better equipped laboratories and libraries and teachers of higher scholarship and training than were possessed by the old-time colleges. Through the utilization of these educational resources, after regular day-school hours, the boys and girls of the state will be able ultimately to find a free college at every railroad and street-railway center and receive a thorough advanced education while living at home. The plan requires an endowment of $500,000 to insure its success, but whether or not it becomes an accomplished fact its projection shows the present trend toward the wider use of the school plant.

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BALLIETT, T.: The Organization of a System of Evening Schools. Proceedings of the National Education Association, 1904, page 278.

CREASEY, CLARENCE H.: Technical Education in Evening Schools. Swan, Sonnenschein & Co., Ltd., London, 1905.

DUTTON, SAMUEL TRAIN, and SNEDDEN, DAVID: The Administration of Public Education in the United States. Pages 480–491. The Macmillan Company, New York, 1908. Price, $1.75.

JONES, ARTHUR J.: The Continuation School in the United States. Bulletin of Bureau of Education, No. 1, 1907. (Contains an extensive bibliography.)

See also the courses of study published by the boards of education of Buffalo, Cleveland, New York, Pittsburgh and Springfield, and the annual reports of the superintendents of schools of the cities named in the text.

Further references to works on evening schools are to be found on page 78.

III

EVENING SCHOOLS ABROAD

CHAPTER III

EVENING SCHOOLS ABROAD*

ENGLAND

IN the city of Nottingham a boy who drops out of the day school receives very shortly a circular inviting him to attend the evening classes held, let us say, at the Bath Street school. There, if he has not completed the fifth standard of the day school, he is assigned to the "institute section" and for an hour on Monday and Wednesday evenings his time will be taken up with the three R's. The session is two and a quarter hours long, but periods devoted to recreative exercises precede and follow the lessons. Should the boy have reached a higher stage than the fifth standard in the day school he will be allowed to enter the "preparatory section" in which classes are held five evenings a week. Here, though consisting still of elementary subjects, the work is more advanced, and in addition singing and woodwork are taught.

If the pupil is a girl, the arithmetic is reduced to simple trade and household calculations, with

*For much of the material used in the preparation of Chapters III and IV the author is indebted to the works of Professor Sadler and Mr. Arthur J. Jones, which are mentioned on page 78.

(A.)—PREPARATORY SCHOOLS

BATH STREET SCHOOL

(YOUTHS)

Superintendent .. .. MR. H. L. JACKSON.

Institute Section				Preparatory Section & Special Classes			
Day	7-15—7-55	8—9	9—9-30	Day	7-15—7-55	8—8-40	8-45—9-30
Monday	Recreation	Reading, Writing & Arithmetic	Recreation	Monday	Recreation	Arithmetic Singing	Singing Arithmetic Writing & Reading
				Tuesday		7-30 to 9-30 Woodwork at Leen Side	
				Wednesday		Writing	Reading
Wednesday		Reading, Writing & Arithmetic Drawing		Thursday		7-30 to 9-30 Woodcarving at Shelton St.	
				Friday		8 to 9 Drill & Physical Exercises 7-30 to 9-30 Woodwork (Leen Side) ,, (Shelton St.)	

(GIRLS)

Superintendent .. .. .. MRS. KIRK.

Day	Institute Section			Preparatory Section	
	7-30—7-55	8—9	9—9-15	7-40—8-25	8-30—9-15
Tuesday	Recreation	Reading, Writing, Sewing, Sick Nursing & Management of Children	Recreation	Reading and Writing Cookery Sewing	Reading and Writing Cookery Sewing
Thursday		Reading, Writing Sewing Sick Nursing & Management of Children		Reading and Writing Cookery Sewing	Reading and Writing Cookery Sewing

a course in cottage housekeeping, practical home nursing, laundry work, plain cookery, hygiene of the home and care of the baby, and art needlework. She is also taught old English games, Morris dancing and how to sing the national ballads.

These two sections constitute the "preparatory" school which is the lowest of the three grades of evening schools in Nottingham. The arrangement of hours and subjects for one week is shown in the "time table" (A.) taken from the prospectus published by the Education Committee.

The next higher grade, the "continuation" school, offers four distinct courses: (1) A preparatory course of two years in elementary subjects; (2) an industrial course covering three years' work in English, composition, technical drawing, experimental and workshop mathematics and drafting for building construction; (3) a commercial course of three years consisting of English, a modern language, commercial arithmetic, shorthand, bookkeeping, business correspondence, and typewriting; (4) a domestic course comprising three years' training in housecraft, all kinds of needlework, dressmaking, millinery, laundry work, domestic hygiene and care of baby. Besides those which are prescribed the pupils in all but the preparatory course are allowed to take one of the following optional subjects: English history, commercial geography, duties of citizenship, singing, ambulance nursing (first aid), physical

(B.)—CONTINUATION SCHOOLS

ALBERT STREET SCHOOL

Superintendent .. .. MR. W. LEANING.

Course	Day	Time	Subject	Instructor
Preparatory	Mon. Tues. Thurs.	7-30 to 9-30	Reading, English and Arithmetic ...	MISS S. A. THOMPSON MISS A. G. WOODHEAD MR. A. E. KNIGHTON
Industrial	Mon. Tues. Thurs.		English and Experimental Mathematics Elem. Tech. Drawing	MR. A. JONES
	Mon. Thurs.		Technical Drawing ... Building Construction ...	MR. E. LONGMATE MR. C. F. WARD
Commercial	Mon. Tues.		English and Commercial Arithmetic	MR. H. MCCAIG AND MR. T. POOLE
	Mon. Thurs.		Bookkeeping (Elem. & Adv.)	MR. T. READ
	Mon. Tues. Thurs.		Shorthand	MR. L. HIND
	Mon. Thurs.		French	MISS F. HARPER
	Tues. & Thurs.		Commercial Correspondence and Office Routine	MR. A. PARNWELL
Domestic	Mon. Tues. Friday Thurs.		Cookery ... ... Cookery (Advanced) Laundry	
	Mon. Tues.		§Needlework	MRS. HILL
	Wed.		,, (Adults) ...	MRS. SHEFFIELD
	Thurs.		,, ...	MISS THOMPSON
	Mon. Tues. Thurs.		§Dressmaking	MISS JACKSON
	Mon. Tues.		Sick Nursing	
Additional Subjects	Mon.		Reading & Social Subjects	MR. R. HILL
	Tues.		Laws of Health ...	
	Tues.		Social History ...	
	Tues.		Reading and Elocution	MR. DAVIES
	Wed.		Singing	MR. GOOCH
	Thurs.		Singing	MISS HOPEWELL
	Thurs.		Ambulance	DR. RUCK
	Mon.		Physical Training (Senior Girls)	MR. T. MCCLUNE
	Tues.		,, (Junior Girls)	,, ,,
	Friday		,, ,, (Youths) ...	,, ,,
	Wed. & Fri.		Woodwork	MESSRS. ROBINSON & DANN

§ Students are admitted to these Classes only on condition of their purchasing the special apparatus, etc., needed.

culture, woodwork, wood carving, and any subject included in the domestic course.

The arrangement of subjects and hours for a week is shown in Table B.

Students in this school pay a fee of about 36 cents per term for each subject, and those desiring to take a fourth year's work in any course have to proceed to People's College, which is the short name for the Special Commercial and Technical Centre that constitutes the third member of the evening school organization under the Education Committee.

This latter school is designed for pupils who have attended one of the higher day schools, those who have completed a course in the continuation school, and for other persons who are qualified to receive more advanced instruction. Its curriculum embraces the commercial, industrial and domestic courses given in the evening continuation schools besides more advanced classes along the same lines, and offers opportunities to specialize in particular subjects. The fee for each subject per term is three shillings (approximately 72 cents). The full list of courses and their distribution through the week and the educational qualifications of the instructors are shown in Table C on the following page.

For students who have completed the People's College evening course there are specialized technical and trade courses at University College and Nottingham Municipal School of Art and Design.

(C.)—COMMERCIAL AND TECHNICAL CENTRE

PEOPLE'S COLLEGE

[Centre for Special Advanced Classes]

Superintendent ... ... MR. J. B. COLEMAN.

Day	Hour	Room	Subject	Instructor
Monday	Classes from 7-30 to 8-30 and 8-30 to 9-30	7	Mathematics, Workshop Calculations, &c.. ...	Mr. POOL
		6	§Machine Construction and Drawing	Mr. A. W. BIRD, B.Sc.
		Lab.	Magnetism and Electricity	Mr. H. W. EVANS, B.Sc.
		Lab.	Chemistry	Mr. F. S. WATSON, M.Sc. F.C.S.
		H	English	Mr. IRVIN WEBSTER, M.A.
		E	German	Fraulein WARSHAUER
		5	Spanish (Advanced) ...	Senor L. BUSATO, Licencié es lettres
		3	Shorthand (Pitman's) Elem.	Mr. HOLEHOUSE, F.Inc., S.T.
		2	" " Inter.	Miss MALLETT
		1	" " Adv. and Reporting... ...	Mr. R. J. BOOTH
		8	Bookkeeping (Advanced)	Mr. E. BAILEY, A.C.I.S., Diploma (Lyons) 1900
		9	(Elementary)	Mr. J. W. PRIESTLEY, A.C.I.S., Inter-Cert. of Soc. of Accts. & Aud.
		B	§Millinery	Miss ARCHER
		Hall	§Dressmaking (at Clarendon St.)	Miss COLLEY
		1st fl'r	Home Nursing and Ambulance (at Clarendon St.)	Dr. E. MABEL HENWOOD
		C'k Rm.	Cookery (at Clarendon St.)	
Tuesday		7	Experimental Mathematics and Workshop Calculations	Mr. POOL
		6	Machine Construction and Drawing	Mr. A. W. BIRD, B.Sc.
		Lab.	Chemistry	Mr. F. S. WATSON, M.Sc., F.C.S.
		Lab.	Telephony	Mr. A. BROOKES, B.Eng. A.A. (of the Brit. L. M. Ericsson Manufact. Works)
		F	English	Mr. IRVIN WEBSTER, M.A.
		4	French (Advanced) ...	Mademoiselle RABBE
		5	Spanish (Elementary) ...	Senor L. BUSATO, Licencié es lettres
		3	Shorthand (Pitman's) Elem.	Mr. HOLEHOUSE, F.Inc. S.T.
		2	" " Inter.	Miss MALLETT
		1	" " Adv. and Reporting... ...	Mr. BOOTH
		G	Script Shorthand... ...	Mr. LINDLEY
		Lec. R.	Typewriting	Mr. G. OLD
		8	Bookkeeping (Elementary)	Mr. J. W. PRIESTLEY, A.C.I.S.
		9	Handwriting and Commercial Correspondence ...	Mr. J. W. PEET
		H	§Needlework	Miss BELFORD
		1st fl'r	Home Nursing and Ambulance (at Clarendon St.)	Dr. E. MABEL HENWOOD
		C'k Rm.	Laundry Work (at Clarendon Street)	
		Hall	§Dressmaking	Miss COLLEY

Day	Hour	Room	Subject	Instructor
Wednesday	7-30 to 8-30 8-30 to 9-30.	—	Woodwork (at A'court Street)	Mr. PUTTERGILL
		Phy. Lab.	Applied Mechanics ...	Mr. A. BROOKES, B. Eng., A.A. (of the Brit. L. M. Ericsson Manufact. Works)
		6	Elementary Technical Drawing	Mr. A. W. BIRD, B.Sc.
		4	French (Elementary) ...	Mademoiselle RABBE
		E	German	Fraulein WARSHAUER
		5	Spanish (Advanced) ...	Senor L. BUSATO, Licencié es lettres
		F	Esperanto	Mr. HODGES
		3	Shorthand (Pitman's) Elem.	Mr. HOLEHOUSE, F.Inc., S.T.
		2	,, Inter.	Miss MALLETT
		1	,, ,, Adv. and Reporting... ...	Mr. R. J. BOOTH
		8	Bookkeeping (Advanced)	Mr. E. BAILEY, A.C.I.S.
		9	Handwriting and Commercial Correspondence ...	Mr. J. W. PEET
		Ckry R'm	§Dressmaking (at Clarendon St.)	Miss COLLEY
		B	§Millinery	Miss ARCHER
		Hall	§Choral Society (at Clarendon Street)	Mr. A. RICHARDS, L.R.A.M.
Thursday		E	Economics	Mr. IRVIN WEBSTER, M.A. (Econ.)
		7	Mathematics, Workshop Calculations, &c. ...	Mr. POOL
		6	§Machine Construction and Drawing	Mr. BIRD, B.Sc.
		Phy. Lab.	Magnetism and Electricity	Mr. H. W. EVANS, B.Sc.
		Chm. Lab.	Chemistry	Mr. F. S. WATSON, M.Sc. F.C.S.
		4	French (Elementary) ...	Mademoiselle RABBE
		5	Spanish (Elementary) ...	Senor L. BUSATO, Licencié es lettres
		F	Esperanto	Mr. ROWE
		3	Shorthand (Pitman's) Elem.	Mr. HOLEHOUSE, F.Inc. S.T.
		2	,, ,, Inter.	Miss MALLETT
		1	,, ,, Adv. and Reporting... ...	Mr. BOOTH
		G	Script Shorthand... ...	Mr. LINDLEY
		Lect. R'm	Typewriting	Mr. OLD
		8	Bookkeeping (Elementary)	Mr. J. W. PRIESTLEY, A.C.I.S.
		9	Handwriting and Commercial Correspondence ...	Mr. J. W. PEET
		Hall	§Dressmaking (at Clarendon St.)	Miss COLLEY
		B	§Millinery	Miss ARCHER
		D	§Orchestral Class	Mr. A. RICHARDS, L.R.A.M.
Friday			Cookery (at Clarendon Street)	
			Woodwork (at A'court Street)	Mr. PUTTERGILL

§ Students are admitted to these Classes only upon condition of their purchasing the special apparatus, etc., required.

NOTE.—In connection with this School, Teachers' Voice Training Classes are held at Ilkeston Road Council School on Mondays and Fridays from 6-30 to 8-30 p.m.

Instructress ... ... MADAME FANNY LYNN.

Scholarships and free admissions to both institutions are obtainable without difficulty by students who have shown special qualifications in their previous work.

The superintendents of the evening schools are held responsible for seeing that students are admitted to the school or class for which they are educationally fit, that they are promoted only on the joint recommendation of the head teacher and the "organizer," or as a result of an examination. They are also obliged to send to the organizer, at the close of each term, the names and addresses of those who go on to the next grade. As a rule students under seventeen years of age are obliged to enter one of the regular courses of instruction, but those older may take special subjects on giving proof that their attainments justify such a course.

The evening school term commences the first week of October and closes the end of July, but a five weeks' vacation is given at Christmas time, a twelve-day recess at Easter, and another one of a week at Whitsuntide. All students are obliged to "sit in" an examination at the end of the term conducted either by the school authorities or by some recognized examining body, in which latter case the pupil pays the fee charged by the organization.

Prizes consisting of books or mathematical instruments and ranging in value from 48 cents to 85 cents according to the grade of the school are

given to all pupils who (1) take one of the courses of study, (2) attend not less than nine-tenths of the class sessions, (3) obtain a mark of not less than 60 per cent in home work, and who (4) present themselves for examination at the close of the winter term. Scholarships entitling students to free admission to the different evening schools may be granted to those specially recommended by their respective head teachers. The local Education Committee may also in exceptional cases remit the tuition fees.

The detailed control of the evening classes is delegated "to a Technical Committee of Evening School Management, consisting of members of the Secondary Schools Sub-Committee, together with representatives of the chief local associations of employers and workmen (for business subjects), and ladies experienced in housewifery (for domestic subjects)." In the selection of the technical instructors an effort is made to secure those who possess actual business (or workshop) knowledge of their subjects and for the classes in domestic training experienced housewives are employed.

In connection with the continuation schools there are swimming classes for men and for women under the direction of a local swimming association. Medallions and proficiency certificates are awarded by the Royal Life-Saving Society after an examination held at the end of the term. Bronze and silver medals are also given to those who swim a quarter and a half mile respectively.

Another collateral activity is that of the Evening Schools Choral Union which in two of the Committee's buildings organizes choral and orchestral classes that are open without fee to those pupils taking at least two subjects in the regular evening schools, but which cost about 72 cents each to other persons. All members are obliged to pass the conductor's test and purchase the necessary music and instruments.

The evening education system of Nottingham has been selected for description because it has not yet become so elaborate and involved that its fundamental principles are obscured. London, Manchester, Leeds, Halifax, and a number of other cities have more highly organized, complex systems, but they are all governed by the same motives in their curricula and employ practically the same methods in their administration as those which prevail in Nottingham. The chief differences are found in the provisions for technical and trade instruction which naturally conform to the demands of the local industries. Thus in Leeds special technical courses are given for persons engaged in the following trades:

1. Mechanical and electrical engineering
2. Electrical industries
3. Building trades
4. Leather and boot trades
5. Clothing trades
6. Chemical and allied industries

7. Mining
8. Textile industries
9. Printing
10. Farriery

Each course is arranged with a view to further specialization. Under the head of mechanical engineering the instruction afforded is specially adapted to fitters, turners, pattern and boiler makers. In Manchester the technical courses exhibit an even greater range, while the London County Council supports adult schools of building, photo-engraving and lithography, engineering and engraving, arts and crafts, as well as commercial institutes, science and art centers, and lecture courses on English literature.

While the various systems frequently show overlappings in the courses and other signs of a desire to accommodate persons with prospects of a limited advancement, they nevertheless usually reveal a ladder-like structure which rises out of the primary room and reaches to the university hall. One of the unifying influences that helps to produce this result is undoubtedly the system of government grants by which these schools are largely supported. For each scholar over twelve years of age receiving twenty or more hours of instruction the national Board of Education pays the local Education Committee a sum ranging from 1s. 6d. (36 cents) in physical training to 5s. or 6s. ($1.20 or $1.44) in ordinary science subjects. In the higher courses grants are also

allowed for high marks of pupils obtained in examinations. The government imposes certain restrictions as to the length of the recitations and the quality of the instruction, and it further requires that the local authority bear at least one-quarter of the total expenditure for maintenance.

GERMANY

In Munich, a city of over 500,000 inhabitants, all apprentices from fourteen to eighteen years of age are compelled to attend school for at least eight hours per week during forty weeks of the year. There are over 8000 of these lads and seven-eighths of them attend classes in which all the members belong to the same trade. Barber, baker, builder, bookbinder, and so on to tin-foundryman (*zinngiesser*)—in all thirty-nine different groups are represented in these "trade continuation schools." Boys who cannot be accommodated in any of the above classes are provided for in thirteen special schools where they receive a more general training than the pupils in the trade groups.

The instruction given is of three kinds: (1) academic, (2) drawing, (3) practical. Under the first head is included German literature, commercial correspondence and arithmetic, book-keeping, civics, and information about tools and machinery. Physical exercises form a part of the curriculum and each apprentice is obliged to attend a course of religious instruction. The

drawing courses are made to fit in with the practical work of the craft shops which are connected with these schools. In the latter the aim is to supplement the training which the apprentice receives in the outside workshop. In fact, the keynote of all the instruction is that of interesting the boy in his trade. That is not good education, the Germans believe, which makes a youth look down upon manual labor and fills him with aspirations for a more genteel occupation. Consequently they arouse the apprentice's pride in his calling by showing him its commercial and economic importance. They give his hands a love for tools by teaching them skill, and finally they make him a worthy citizen by imparting a knowledge of his duties and responsibilities to the state.

Employers are obliged to allow their apprentices a certain amount of time each week during which they may attend the continuation schools, and the balance of the required time is put in on the weekly half holidays. No compulsory instruction is permitted after seven p. m. and the effort is to keep Sundays clear for devotions and recreation. Besides the obligatory course, however, students are permitted to take up any other subjects in which they are interested and for this voluntary work week-day evenings and Sundays are sometimes used. Attendance at these schools is free to apprentices but a monthly fee of half a mark (10 cents) is charged for the material used in the

practical courses, unless this expense is borne by the trade guild.

During the 1908–9 session, prizes amounting to 2150 marks ($511.70) were awarded to sixty-one apprentices in sums of 30 and 40 marks ($7.50 to $10) for the purpose of "distinguishing the best and most gifted students and lightening the burden for them of further industrial training." Commendatory diplomas were at the same time bestowed upon twenty-two other pupils and the presentations took place in "a ceremonial manner" at the City Hall before an assemblage composed of municipal and school officials, representatives of the guilds, teachers and parents of the pupils.

After the apprentice has served his term he may keep on, as many do, in the same division, or he may enter the "continuation schools for journeymen and masters" in which all attendance is voluntary. The subjects taken up here comprise geometry, physics, chemistry, mechanical and freehand drawing, painting, modeling, beater's work, chased work, commercial products, workshop and laboratory instruction. The business courses include arithmetic, bookkeeping, theory of exchange, commercial law, preparation of estimates and commercial correspondence. Besides these there are general courses comprising the history of industry and handicrafts, commercial geography, hygiene, trade-union systems, insurance laws and the constitution. The purpose of all the instruction is to increase the interest of

the students in their trades and deepen their sense of civic responsibility.

The class hours are from seven to nine o'clock week-day evenings, and on Sundays and holidays from nine to twelve in the morning and from two to four in the afternoon. A certain number of classes are also held on work days during the morning from eight to twelve, and from two to five in the afternoon. The tuition fees for the Sunday and evening classes are only two marks (50 cents) a month for Bavarians, three marks (75 cents) for residents of other German states, and four marks ($1.00) for foreigners. Day instruction in the trade schools costs citizens 24 marks ($6.00) for the winter semester and 20 marks ($5.00) for the summer term, and foreigners pay twice these sums respectively. Special rates are made when single courses are taken. During 1907, scholarships amounting in value to 1500 marks ($357) were awarded for superior work to twenty-eight pupils, while eleven others were honored with laudatory diplomas. During the session of 1908–09 there were 114 classes composed of 2049 pupils in these schools.

The "Sunday" schools form another branch of Munich's educational system in which the instruction is given partly outside of the regular day-school hours. Attendance is obligatory for girls up to the age of sixteen who are not enrolled at any other secondary school. The instruction occupies but three hours a week, and covers

matters relating to the household, clothing, diet, family duties, the training of children, cookery and civic obligations. For those who cannot conveniently attend on Sunday there are classes on Wednesday. During the session of 1908–09 there were 7427 girls in attendance. They formed 226 classes which were divided into three groups: Catholic, Protestant and undenominational. Tuition is free.

The industrial continuation schools, to which category those of Munich belong, are scattered throughout Germany, and while they may differ in respect to organization and curricula from those which have been described, they have this in common, that instruction is developed around the local industries and has the threefold aim of increasing the pupil's attachment to his trade, giving him a better general education, and making him a worthier citizen. They are usually organized by trades and generally have the advantage of a compelled attendance extending to the apprentice's seventeenth or eighteenth year.

The commercial continuation schools are organized on practically the same plan as those of the industrial type. Besides German and arithmetic the major part of their instruction is devoted to imparting a general knowledge of business methods. In Magdeburg this subject includes the following topics: Relations of employers and employes, ways of handling merchandise, transmission of money, banking and exchange, or-

ganization of commercial companies, means for furtherance of commerce, and the history of commerce.

In the agricultural continuation schools the curriculum comprises German, general history, geography, elementary science, agricultural bookkeeping, drawing, mensuration, land surveying, zoölogy, breeding of animals, physics and the methods of tilling the soil.

The general continuation schools give a course of instruction in which the required subjects are German and arithmetic and the optional ones geometry, mensuration, drawing, and a general knowledge of history, geography and science. They endeavor to extend the knowledge already gained in the elementary schools and to lay the foundations for the pupil's success as a worker and a citizen. These schools are attended more generally in the rural districts and the smaller cities. They formed at one time the most important branch of Germany's continuation system but the present trend is toward schools of the industrial and commercial types. This is due to the increased specialization and growth in the industries and to the realization that further schooling, if it would appeal to working boys, must be related to their chief interest, and give them greater efficiency in their practical life.

The course of instruction in the continuation schools varies in length from two to four years for boys and from one to three years for girls. Classes

are held from two to six hours a week, Sundays and half-holidays being used as well as the week-day evenings. Sunday instruction is not permitted to occur during the hours of divine worship, and the tendency is now to change the class periods so far as possible to the daytime and to provide separate quarters for the continuation education. In Leipzig each trade class is divided into two sections, according to the year of apprenticeship, one of which attends on one day and the other on a different day, and thus the shops are not entirely depleted of apprentices at one time. In Zittau the locksmiths' classes attend on Monday from one to four p. m., the butchers' from two to five and the other trades on their days. Attendance upon continuation schools in 1908 was compulsory in twenty-two out of the twenty-six states which make up the German Empire; in half of the twenty-two the regulation was a state law and in the others a local by-law.

The council of a continuation school is usually made up of (1) a member of the town council, or in the smaller towns the burgomaster, (2) the director of the school, and (3) representatives of those chambers of commerce and trade guilds of master workmen which contribute towards its support. In most states no special training is required by the teachers the majority of whom are secured from the elementary schools; in the large cities, however, the positions requiring technical skill are filled so far as possible with men who have

had practical experience with the subject they are to teach.

FRANCE

The number of different classes held and the kinds of courses given in the "adult" evening schools of Paris at the opening of the term in October, 1909, are shown in the following table:

Course of Instruction	*Classes for*	
	Men	*Women*
Elementary, 1st year	84	44
" 2nd year	24	8
Commercial, 1st year	35	21
" 2nd year	27	16
Advanced commercial	7	1
Freehand drawing	45	5
Mechanical drawing	34	..
Singing	22	12
Technical course	13	..
Total	291	107
Number of school buildings used	109	45

The subjects taught are as follows:

Elementary course, 1st year.—Ethical and civic instruction by means of conversation and reading; reading and writing; four fundamental operations with numbers; metric system; applications of arithmetic to everyday life; French language; history of France in modern times (conversations, recitations and reading); geography of France and the Department of the Seine.

Elementary course, 2nd year.—More advanced work in the same subjects and in addition

familiar talks on elementary science and hygiene; domestic science and principles of dress-cutting (for women), and elementary notions of political economy and legal usage. The history work traces the development of France from the beginning down to modern times; and geography is extended to cover the subject in general besides giving a more particular treatment of the products of France and her colonies from an economic point of view.

Commercial course, 1st year.—Penmanship; practical arithmetic; bookkeeping and commercial arithmetic; stenography and typewriting (for girls); commercial geography (for youths); French grammar and composition; modern languages.

Commercial course, 2nd year.—More advanced work in the same courses except that French is dropped and the following subjects are added: business correspondence; elementary law; political economy.

Commercial course, advanced.—Above courses continued and the following taken up: algebra; commercial law; composition of reports and business papers; French, rhetoric, and translations into modern languages.

Drawing.—Freehand and mechanical drawing; decorative design; architectural drawing; modeling; practical geometry and perspective; history of art.

Technical course.—Workshop practice; plane

geometry; solid geometry; descriptive geometry; technology; machine drawing.

All courses begin in October. The primary classes end the last of March; the commercial term ends May 31 and the others the last of June. While these classes are labeled "cours d'adultes" the elementary and commercial courses are also attended by boys and girls, usually over fourteen years of age. For entrance to the commercial classes pupils are required to furnish a certificate as evidence of the completion of the elementary day-school course or pass an equivalent examination. Those under fourteen are admitted only by certificate.

The hours for those classes attended mainly by adults are from eight to ten every evening of the week except Saturday. The drawing classes, however, meet either two, five or six times a week while the singing comes only twice. The technical classes are open five evenings and there is also work in the shops from eight to eleven on Sunday mornings. The young people's hours are from 7:30 to 9:30 every evening except Saturday. Tuition for all courses is free and their maintenance, which comes from the municipal budget, requires an annual appropriation of some 340,000 francs (about $65,620). The instructors are drawn mainly from the day schools.

In the commercial courses certificates are given to those pupils who pass the terminal examinations, and the names of the successful students are

published by the school authorities and by them sent to the Chamber of Commerce and to the principal banking and commercial houses.

Technical classes for apprentices, held from five to seven p. m., have been organized in several public schools of Paris. The instruction is given by artisan teachers and consists mainly of lessons in geometry, physics, chemistry, applied electricity and industrial drawing. In connection with this work the manual training rooms of the public schools are used for shop practice on Sunday mornings from eight to eleven o'clock. The classes are divided into sections according to the trades of the pupils, and the fundamental aim of the instruction is to give a knowledge of the scientific principles underlying their respective industries. On Thursdays the government inspector gives the artisans in charge a lesson in drawing, mechanics or geometry, and further prepares them for the work of instruction.

Before closing this account mention should be made of the important service which is rendered the laboring people by numerous associations devoted to the promotion of popular education in all parts of France. Under their auspices courses in a large variety of subjects are held either evenings or Sunday mornings, to which admission is usually free. The instruction is given voluntarily by professors who frequently receive no compensation. In Paris the city government not only puts the school edifices at their disposal but

frequently relieves them of the expense of illumination and accords them periodical subventions in considerable amounts.

Among the more prominent of these societies are the Association Polytechnique and the Association Philotechnique (a branch of the former) which support classes in typography, steam engineering, embroidery, dressmaking, millinery, cutting out for tailors, strength and texture of materials and other trade subjects. They hold lectures for their teachers and organize readings, visits to workshops and museums, excursions and traveling scholarships for the study of modern languages for their students. The Société d'Enseignement Moderne divides its classes into sections which devote themselves to the study of colonial questions, music, automobiles, stenography, etc. The Union Française de la Jeunnesse has a building section, a shooting section, classes in hygiene and first aid, and also organizes lectures and visits to manufactories. The Société Nationale pour la Propagation des Langues Etrangères holds conversation classes and organizes international correspondence and traveling scholarships. There are also many other associations offering classes for the "education of the people" but these are the chief ones which utilize public school buildings in Paris.

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See also the reports and evening school prospectuses published by the education committees of the cities of Nottingham, Manchester, Leeds, Halifax, St. Helens, Bootle, and Widnes, England; the annual reports of the English Board of Education (Wyman & Sons, Ltd., Fetter Lane, E. C., London; price 7d.); the prospectuses of the London County Council evening schools (Education Offices, Victoria Embankment, W. C., London); the annual reports of the directors of education for the cities of Berlin, Breslau, Düsseldorf, Leipzig, Magdeburg, Munich, Posen, and Zittau; and the pamphlets on evening schools by the *Direction de l'Enseignement Primaire, Prèfecture de la Seine, Paris.*

IV

THE PROMOTION OF ATTENDANCE AT EVENING SCHOOLS

CHAPTER IV

THE PROMOTION OF ATTENDANCE AT EVENING SCHOOLS

PUBLICITY

"THE man who gets the more responsible position, the bigger pay envelope, and the opportunity to work when many others are hit by the panic, is usually the man who is best trained. . . .

Do You Know

that by spending three evenings each week in evening classes you can prepare yourself to fill your present position better and a better position presently? . . . It costs you nothing today; may mean fortune tomorrow. The school authorities are waiting for your application.

Make It Now"

These are some of the remarks on a circular announcing the annual opening of the Evening High School which was widely distributed in the offices, stores and shops of Pittsburgh. It also displays a picture of the youthful Abraham Lincoln stretched out on the floor practicing composition on the blade of a wooden shovel in the light of the open fire. Above it are the words: *Your*

Chance Will Come; Get Ready. Another illustration shows a class of mechanical draftsmen *Learning to Draw* what the legend underneath describes as *A Larger Salary.* Information is given about the date of registration, class hours, tuition, books loaned to residents, and the courses of instruction. The subjects are printed on the back of an addressed postcard. To receive an application blank the recipient needs only to check those subjects in which he is interested, inscribe address, affix stamp and mail.

The inauguration in 1907 of evening sessions in this school was the occasion of an impressive public meeting, at which addresses were delivered by the mayor, the chancellor of the University of Pittsburgh, the director of the Carnegie Technical Schools and the president of the Central Board of Education. The newspapers devoted columns of space to the meeting and their editorial writers dwelt upon its great importance. The organizers of the school expected about 300 pupils but when the applications were counted they numbered over 800.

But the success of the school did not rest upon skilful advertising alone. In organizing it the director, Mr. Edward Rynearson, had sought the advice of leading educators and evening high school principals, and in contriving a commercial course that should prepare pupils for business he had had the benefit of practical suggestions contained in one hundred letters from

LEARNING TO DRAW A LARGER SALARY IN A PITTSBURGH EVENING HIGH SCHOOL

merchants and manufacturers who had replied to an inquiry on the subject made by the day department. He had exercised just as much care to secure efficient and enthusiastic teachers as if they had been for the day corps. The members of the Board High School Committee made frequent visits to the classes and showed their appreciation of the work by furnishing ample supplies and an adequate equipment.

Then when his educational machinery was working smoothly, the director did not keep the fact hidden. He invited the principals and teachers of the city schools to visit the classes. People talk about what they have seen. Some of the evening elementary principals were so impressed that they organized classes in their own schools with admission to the Evening High as the reward for satisfactory work. The director encouraged his own pupils to talk to their friends about the school. He sent letters to employers telling how many of their employes were registered, pressing them to visit the classes and make suggestions, and offering to supply vacancies in their staffs with students from the school. He compiled and sent out a forty-page bulletin, illustrated with attractive pictures of classes at work and giving interesting descriptions of the courses offered. The pictures showed spruce young men and attractive young women, who in the seating were not segregated by sex but were distributed about the room in a natural, informal

manner. Sprinkled throughout the text were significant quotations from local business men as well as celebrated writers, while the typography and press work would have done credit to a publisher's announcement of an *edition de luxe.* In addition, whenever anything of interest to the general public happened the director did not withhold it from the newspapers. During the year there were 400 additional applications for admission to the school.

The amount of effective publicity which can be gratuitously obtained through a tactful and proper use of the press is being appreciated by an increasing number of schoolmen. Many superintendents and evening school principals make it a practice to lay aside items for the reporters. These may be only some figures on attendance, an incident that occurred in a class for foreigners, the professional qualifications of a new appointee, the announcement of a new course, the existence of vacancies in the typewriting class, or an anecdote from the carpentry shop. The items may not amount to more than a paragraph but they are more valuable than a paid advertisement and prevent the reporter's visit from being fruitless. On opening nights or on the anniversary of the school the newspaper men are given all the information and pictures they can use with the result sometimes of an illustrated "write-up" which carries information about the advantages of the school to thousands who would not other-

wise be reached. Many school authorities hold exhibitions and graduation exercises especially for the evening classes and no small part of the value of these occasions is due to the publicity thus effected.

The use of circulars to attract pupils to evening schools is quite general. In London attractive posters are extensively put out and notices are published in the newspapers. New York blazons the buildings where evening schools are held with conspicuous bulletins and illuminated signs announcing the classes within. Paid advertisements inserted in the local foreign papers have been instrumental in bringing large numbers of immigrants to the evening classes held in Buffalo, Trenton and a number of other cities.

The Jersey City Board authorized two lectures in Italian which were given in a school building for the purpose of attracting pupils. The results were gratifying but it was felt that the most effective way of increasing the enrollment of foreigners lay in securing the co-operation of progressive citizens of alien birth. In Cleveland there is a Hungarian manufacturer who sends large numbers of his compatriot workmen to the evening schools. The Auburn report for 1908 says, "The gratifying increase in enrollment of non-English speaking men as compared with former years was partly due to the hearty co-operation of leading employers of the city in advertising the school and encouraging attendance

on the part of their employes, and partly to the good influences of representative men, both American and foreign born, in urging attendance as a means of preparing for the more exacting requirements as to naturalization in the interests of better citizenship." In Jamestown, New York, the prominent Swedes exert a constant influence upon the incoming Scandinavians to make them use the night classes, while another large group composed of Albanians has been persuaded to attend through the co-operation of the home missionaries.

FOLLOWING UP DAY PUPILS

The gathering into evening classes of the boys and girls who have left the day schools receives systematic attention in many cities of England. In Nottingham it is incumbent upon the head teachers of the elementary schools to send to the central office "a monthly return showing names, addresses, etc., of scholars who have left for work during the month." Circulars are then sent to these pupils inviting them to attend the evening classes. In Manchester the invitation is followed up by personal visits from the head teacher of the appropriate evening school or of a clerk from the central office. "If," says Professor Sadler, "a boy does not come after being asked the first time, he is called upon again and not allowed to rest until all efforts are obviously in vain." The London County Council asks its Children's Care

Committee (composed usually of the managers of the various groups of schools) to use its "personal influence" in this matter and to "impress upon the parents the great importance of their children continuing their education after leaving day schools, and of entering for a two or three years' course at evening classes." To prevent the loss of studious habits which so often follows an interval out of school many English committees offer free tuition for one session to all pupils who enter the evening classes immediately after leaving the day school.

ATTRACTIONS

The gymnasiums of several schools in Cincinnati are used evenings by classes for each sex which are directed by competent instructors in physical training. A chorus held in the capacious auditorium of an elementary school is attended largely by students from the night high school though all adults with musical ability are admitted. In Buffalo and several other cities the instruction for foreigners includes the singing of patriotic songs, which is much enjoyed, especially by the Italians. The Lawrence teachers give their immigrant pupils the opportunity of making at Christmastime baskets, calendars and other articles for gift purposes just as is done in the day schools.

The presence of drilling, physical exercises and singing in the Nottingham, England, programs has already been shown (see pages 55-64). The

introduction of these lighter and more enjoyable elements has been largely due to the work of the Recreative Evening Schools Association which was formed in the eighties through the efforts of the Rev. J. B. Paton of Nottingham and under the presidency of the Princess Louise. Its early work consisted in providing singing, music, drill, and handwork in connection with the continuation schools established by the state; but since the amendment of the Evening School Code—brought about mainly by the Association—in order to include recreative subjects and a more objective method of teaching, it has confined itself to promoting the establishment of evening schools and to encouraging the authorities to make the instruction attractive and recreative as well as useful.

In many of the English evening schools a half hour before or after the classes is spent by the pupils in reading illustrated papers or other pleasant literature and, in some cases, in playing games. Sometimes they are trained to give an entertainment which is attended by their parents and friends, and occasionally the school authorities arrange monthly lectures on popular subjects. In some of the London schools, social gatherings are held once a month on evenings when classes are not in session, and the feeling of fellowship thus generated is of considerable influence in attracting pupils and in holding them together.

CO-OPERATION OF EMPLOYERS

A Buffalo firm during a recent winter advanced the deposits required for registration and text-books, and paid the carfare of those of their employes who attended the night high school. In Boston during the season of 1909–10 several large commercial houses joined with the School Committee in holding "continuation" classes for their employes. The instruction covered the production and sale of leather and dry goods articles. The class in the latter subject met on Mondays and Thursdays from three to five o'clock and that on the shoe and leather business on Tuesday and Friday afternoons. The employes were allowed to attend without loss of pay. The leather course, which at the time of writing has just closed, attained a success beyond the expectations of the organizers.

The systematic manner in which the assistance of employers is sought in England is indicated by the following from the 1909 report of the Leeds Education Committee: "A circular has been issued to the large employers of labour in Leeds asking for their co-operation, and indicating some of the means adopted by employers in other towns to encourage their younger employes to continue their general education and obtain a grasp of the principles underlying their trade."

As an illustration of the "means" used in England, that employed by a firm in Bootle may be

mentioned. It compels all of its girls who have not passed the seventh standard to attend a continuation class, while the others are stimulated to do likewise by the payment of their tuition fees, by prizes, and by the personal efforts of a social secretary who gives her whole time to the supervision of their welfare. Any boy who wishes to attend a continuation school has his tuition paid and is excused from work when it conflicts with the class-hour. In addition the head chemist holds classes at the works in practical dyeing. Attendance at these is voluntary but nearly all the male employes complete the course, which includes practical as well as theoretical instruction. In the same city several construction firms either pay the tuition fees of their boys, or, if the latter's attendance is satisfactory, repay half the fees to the boys' parents.

Professor Sadler's book reports the case of a large alkali company in Widnes which "makes it a condition that all apprentices between fourteen and eighteen, whether bound by indenture or not, shall attend classes on three evenings in the week, their fees being paid by the company. Apprentices over eighteen will then be allowed to compete for scholarships entitling them to attend day technical classes on two afternoons without loss of wages and at the company's expense. The other manufacturers have followed this example. In the case of the shopkeepers the situation is not so favourable. They appear to be quite

willing that their errand boys should go, but do not always succeed in releasing them in time. The better boys, however, will not stay at shops where their attendance is habitually prevented."

The enforcement of the attendance of apprentices at evening classes in Widnes was due chiefly to the influence of a large firm in Northwich which inaugurated the system two decades ago. When it first put the compulsory rule into effect there was trouble in the class rooms and "some of the unwilling ones threw things about to the subversion of discipline." The firm then summoned the parents to a meeting, informed them that it would employ no boy who did not regularly attend evening classes, and recommended that they impress upon their sons the fact that the matter was "no joke" but a regulation which the firm had determined to carry out. After that there was no further difficulty and "it is now a very popular arrangement both with pupils and parents." A director of the firm, in a paper read at a conference between the local employers and the Education Committee, stated that "Since 1905 apprentices who had a good record of three years evening school attendance at the Winnington Park Schools or other similar evening classes have been given instruction in the afternoons two days a week in the Verdin Technical School without any deduction from their wages. There are now twenty-four apprentices in the first year's and nineteen in the second year's course. This atten-

dance forms part of the week's work of the apprentices. The attention of apprentices to their work is remarkable. From ninety to one hundred per cent is the record of their attendance at the school and absences are almost all accounted for by sickness." The system was begun as a matter of business, not philanthropy, and is regarded as successful by the firm.

The results of an inquiry among English railway and industrial companies reported by Professor Sadler showed that about half of those who replied give their apprentices and pupils free time to attend technical classes during the day. Fourteen out of sixteen of the railroads "either give direct assistance toward fees or contribute to the expenses of the classes, so that their employes may attend them either free or at very low fees. In one case the wages of the best apprentices are increased upon the combined reports of the Master of the technical classes and the superintendent of the workshops." Among engineering, shipbuilding and industrial concerns it was found that ten out of the thirty-four firms reporting "grant special facilities for attendance at evening classes. These take the form of (1) excuse from overtime work on the night of the class; (2) permission to leave work early on class nights; (3) permission to come to work late one morning in the week if so many classes are attended. Help in the matter of class fees, or other similar inducements to attend classes, are offered by twenty-four out of the

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PITTSBURGH YOUNG PEOPLE MAKING A PROFITABLE USE OF PUBLIC PROPERTY

thirty-four firms, the privileges being sometimes confined to apprentices and pupils, sometimes extended to all employes. The assistance given takes various forms:

(1) Fees paid without any condition.

(2) Fees paid in cases of necessity.

(3) Fees refunded (generally on condition of satisfactory attendance and examination).

(4) Increase of wages and access to drawing office.

(5) Payment for, or loan of, books, instruments and drawing materials.

(6) Scholarships, prizes, etc."

An investigation of the practice among American railway corporations made by the superintendent of apprentices of the New York Central lines showed that apprentices are paid to attend schools in thirteen companies while fifteen make attendance compulsory. On thirteen railroads classes are held during working hours and on five in the evening. The New York Central and several other lines carry on this instruction under regular shop conditions within their works.

CO-OPERATION OF TRADE ORGANIZATIONS

The Master Plumbers' Association of Springfield, Massachusetts, has voluntarily agreed, in employing help, to give preference to the members of the plumbing classes in the Evening School of Trades of that city. In Cleveland the Sheet Metal Trades Association, a branch of the Builders' Exchange,

has reverted to a system of apprenticeship which requires, among other conditions, the attainment of a diploma from the Evening Technical High School. The association pays the fee and requires its pupils to attend regularly. The International Molders' Union has resolved that "we hereby recommend all local unions to take such steps, wherever practicable, as will enable the apprentice to take a course in this study (technical knowledge of trade including mechanical drawing), and, as a further inducement, to pay a reasonable tuition fee for him, where such tuition cannot be obtained free."

In England certain branches of the Northern Counties Weavers' Association have for many years encouraged the attendance of their younger members at technical classes through rewards and the payment of tuition. The trade unions of Switzerland are allowed to arrange practical courses for journeymen which receive government support.

The account of the Munich continuation schools contained in Professor Sadler's book says that "if a trade guild exists, it is asked to co-operate in the formation and maintenance of the Sunday and evening technical schools. It has the right to suggest suitable teachers to give instruction in those branches of the curriculum which are concerned entirely with trade matters. The members of the committee of any such trade organization have the right, after giving due

notice to the head of the school, to be present at the instruction and to make any recommendations they deem necessary. But these privileges carry duties with them. The trade guild is pledged to support the efforts of the school by urging its members to avail themselves of the facilities afforded and by providing models for use in the instruction. The trade guild meets the cost of the materials for practical work and places at the disposal of the school any objects which may be useful for teaching purposes." The contributions to the technical continuation schools of Munich from industrial associations in 1908 amounted to 10,326 marks ($2,581.50).

In view of the greatly increased attendance at public evening instruction, which it is expected will be the result of a more perfect understanding between the school authorities and organized labor, it is pertinent here to note the signs of their gradual *rapprochement.* That the members of workingmen's organizations believe in further education is evidenced by their support in England of Ruskin College at Oxford and of the Workers' Educational Association and in France by the 5000 apprenticeship classes which have been opened by the "Syndicats" and "Bourses du Travail."

A similar interest in this country is demonstrated by the recent action of eight national labor unions which have undertaken to afford their members further training in their respective

crafts. The special committee on industrial education appointed by the American Federation of Labor goes on record in its recent report as follows: "The economic need and value of technical training is not to be disregarded, and cognizance should be taken of the fact that throughout the civilized world evening and part-time day technical schools enroll twenty pupils to every one who attends the other types of vocational schools. And the committee submits for consideration and discussion to the convention the proposition that there be established, at public expense, technical schools for the purpose of giving *supplemental education to those who have entered the trades as apprentices.*"

These words have been italicized by the writer because they tell explicitly the kind of evening instruction desired by the unions and the class of pupils to whom it should be given. The sort of instructors they favor is also told by implication in a statement made about the school established by the International Typographical Union. "It is administered by *printer-tutors* who have never been afflicted with *pedagogical cramp*, and never expect to be. . . ." Farther on the report, in connection with the day industrial schools for pupils from fourteen to sixteen which it favors, recommends that "in order to keep such schools in close touch with the trades there should be local advisory boards, including representatives of the industries, employers and organized labor."

Anticipating some of these demands New York

enacted in 1908 a law providing for the establishment of industrial and trade schools under the control of local boards of education which, however, are to have the benefit of counsel from an advisory board representing the local trades and industries. The system under which they are organized is to be flexible enough to accommodate pupils who can attend (1) days, (2) part-time days, and (3) evenings only. Concerning the character of the instruction to be afforded the latter class, the above-named report interprets the purposes of the New York state authorities as follows: "The department finds the urgent need for evening trade and technical classes for bettering the opportunities of men and women already employed in industrial occupations during the day. One of the most important services which can be rendered by existing schools that have shop and laboratory facilities is to offer such opportunities through practical courses of evening instruction. In general, these schools should be of every kind for which there is a demand on the part of the people. The system should be exceedingly flexible. The school should be taught by workmen who can teach, rather than by teachers who have theories about work. The instruction should be 'shoppish' rather than 'bookish,' although of course bookwork is always desirable." In agreement with the demand for "supplemental technical instruction" the New Jersey Commission on Industrial Education brought in a

report in 1909 favoring "industrial improvement schools."

The action of the American Federation of Labor in appointing an influential committee to formulate and express its views upon the subject of industrial education, coming in addition to the growing disposition of the school authorities to furnish whatsoever instruction the masses of the people want, proves the prophetic character of the writer who said, "The educationist who would estimate the forces of the future, would be wrong if he omitted the trade unions. . . ."

MAKING THE INSTRUCTION MORE PRACTICAL

"We should also be pleased to have you suggest how we can make this school fit your needs better than it does at present. We want to have the course of studies stripped to its fighting clothes." These statements from a circular letter addressed by the director of the Pittsburgh Evening High School to employers, in connection with an invitation to visit the classes, illustrate the attitude of a growing number of American schoolmen. In Buffalo it was discovered that there was a demand for instruction in cooking, sewing and millinery, and courses in these subjects were inaugurated at once with the consequence of a remarkable growth in the attendance. In Brockton also, as well as in several other cities, "the courses are determined largely by the demands of the pupils."

The Boston school committee in charge of the

leather and dry goods classes already mentioned, has the assistance of an advisory committee representing the commercial houses. The eminently practical character of the instruction administered under such a combination can be seen from the study of the following list of subjects included in the dry goods course: fibers, cotton and cotton goods, wool, worsteds, woolens, silk and silk fabrics, linen and linen fabrics. The recognition and comparison of mixed fabrics are taught the pupils as well as simple tests for determining quality, and facts about coloring materials, color preservation, shrinkage, mercerization, and non-inflammable fabrics. They are also trained in the care of stock, in commercial arithmetic, geography, correspondence, and efficient salesmanship.

In the London County Council evening system "there is a consultative committee of employers to each section of the trade schools, who, as experts, advise on matters concerning the technical instruction, and the superintendents will give full particulars concerning the work of their respective schools." In Leeds also, to put the technical schools in touch with practical needs, "Trade Advisory Sub-Committees have been established to co-operate in developing the various trade and craft classes at the schools." Such committees' are common in English night school systems. The presence of representatives of chambers of commerce and trade guilds on the

councils of the German continuation schools has already been stated.

The regard for practical instruction which characterizes the selection of teachers for the English schools is illustrated in the following instance reported by Mr. Jones in his bulletin on The Continuation School. "In Montrose, Mr. Strong's method of obtaining teachers is worthy of note. One principal difficulty has been in securing teachers who understand both the practical and the theoretical sides of the work. Being unable to secure such a teacher for his class in plumbing with the salary available, he effected a combination by which the theoretical side was given by the regular day teacher of science, while the practical side was given by a master plumber. In order to secure the co-operation of the plumbers in the city, and at the same time secure the best man for the work, Mr. Strong called a meeting of all the master plumbers, explained what he wished to accomplish in the plumbing class, and then asked them to recommend some one of their number for the place. This they did, and the one recommended was appointed. The same plan will be adopted in the case of the cabinet-makers."

COMPULSION

"The State Attendance Law provides that boys who leave school without completing the elementary course of study must attend evening school until an equivalent course has been covered.

It further provides that employers are liable to prosecution and fine if after due notice they continue to employ boys who are not complying with this law. The increase in attendance of evening school pupils this winter amounting to thirty-four per cent is due in a large measure to the enforcement of this law." This statement appears in the 1907–08 annual report of the superintendent of education for the city of Buffalo.

The Massachusetts law which exercises the most potent effect upon evening school attendance reads as follows:* "While a public evening school is maintained in the city or town in which any minor who is over fourteen years of age and who does not have a certificate signed by the superintendent of schools, or by the school committee, or by some person acting under authority thereof, certifying to the minor's ability to read at sight and write legibly simple sentences in the English language, resides, no person shall employ him and no parent, guardian or custodian shall permit him to be employed unless he is a regular attendant at such evening school or at a day school."

Immigrants in Massachusetts are most affected by the provisions of this law, and in the mill towns where they are found in large numbers school superintendents make systematic efforts to get them into the evening classes. In Lowell it is customary for a representative of the school department to visit each mill and give certificates,

* Revised Laws of 1902, Chapter 106, Section 35.

exempting from attendance, to all foreigners who can read and write English. The plan is a convenience to the employes because it saves them the trouble of going to the City Hall after certificates. It pleases the employers because it facilitates the discharge of their responsibilities arising from the employment of illiterate minors, and it is worth the trouble to the school department because through these means pupils who cannot read and write English are discovered and they help to swell the enrollment in the evening classes.

The commanding position which Massachusetts occupies in respect to the proportion of its urban population who attend evening school is shown in the following table, and there can be no doubt but that its illiterate minors' law is a factor in producing such a satisfactory showing.

ATTENDANCE AT PUBLIC EVENING SCHOOLS IN CITIES OF 8,000 AND OVER

State	*Pop. in Cities of 8,000 and Over, Census of 1900*	*Average Nightly Attendance 1908–9*	*Per Cent*
Massachusetts	2,162,830	27,830	1.28
New York	5,028,178	54,991	1.09
New Jersey	1,197,783	11,699	.97
Connecticut	518,266	3,500	.67
Illinois	2,300,602	11,480	.49

That the application of legal pressure to require young people to continue at school for a longer period than they otherwise would is more and more occupying the minds of superintendents is evident from their reports. The advocacy of an

FRENCH CANADIANS OF LOWELL, MASS.

CLASS OF GREEK BOYS IN LOWELL

CALIFORNIA

extension of the compulsory requirements by the Cincinnati superintendent has already been mentioned. In his 1908 report Dr. Poland of Newark devotes twelve pages to a discussion of compulsory education legislation in the course of which he summarizes the most important statutory provisions enacted by twenty-nine of the more progressive states. In framing compulsory legislation he believes that it is unwise to ignore "the possibilities offered by evening schools," and as topics for discussion in this connection he suggests several requirements which might be incorporated in a law of this character. The most significant of these for our purpose is the following: "A provision that will enable children who must go to work to support the family at the age of fourteen or fifteen years, to attend evening schools and thereby fulfill the requirements of the law. This will compel districts to provide suitable evening schools, a want not less imperative than that of providing suitable day high schools or day manual training schools."

In the exhaustive work on continuation schools to which reference has been so frequently made Professor Sadler has included chapters treating of the compulsory enactments and their operation in both Germany and the United States. He also devotes a long chapter to the discussion of the question "Should Attendance at Continuation Schools be made compulsory in England?" which winds up with the following statement:

"But I am convinced that in the end some form of compulsion to attend day or evening continuation classes, between fourteen and seventeen years of age, will be found desirable, not so much in the interest of the picked individuals as in that of the rank and file. Many of the present evils of unemployment may be traced to the lack of educational care and of suitable technical training during the critical years of adolescence. Compulsion, however, should be accompanied by reduction in the hours of juvenile and adolescent labour where those are now excessive."

The account of the Munich continuation schools is followed by the answers which Dr. Georg Kerschensteiner, the director of the schools, made to some inquiries upon the workings of the compulsory law in his city. The fame which these schools have achieved in the educational world and the vital points Dr. Kerschensteiner touches upon in his replies justify the extent to which he is quoted below:

"The question, as to whether compulsory or voluntary continuation schools are preferable, has, after a struggle of many years' duration, been decided in favour of the compulsory system in nearly the whole of Germany, at least for young people up to the age of sixteen, seventeen or eighteen years. All the largest towns in Germany have now such compulsory continuation schools. The compulsory system affects not the scholar alone but above all the master-workman who em-

ploys him. If there is no compulsion, many capable boys and girls, keenly desirous of self improvement, are prevented from attending continuation schools through the carelessness or greed of their employers. Moreover, unless the law enforces a wider course of training, most of the scholars take advantage only of the technical training afforded and neglect the courses bearing on the duties and responsibilities of the individual to the state and to his fellows.

"Compulsory attendance is as necessary for girls as for boys; indeed, for girls it is really more necessary. Care should be taken that no girl goes out into the world inadequately equipped for the duties which are likely sooner or later to devolve upon her as mother and housewife. As things are at present, most girls have to go out to earn their living at an early age. If attendance at the continuation school is not compulsory, a girl is, in many cases, prevented from receiving the training which is of the greatest value for her future duties.

"In Munich attendance is compulsory (1) for boys up to the eighteenth, (2) for girls up to the sixteenth year.

"By means of strict school attendance regulations the attendance of domestic servants of every kind is assured in Bavaria. Every girl has to attend a continuation school for at least three hours per week until she has attained her sixteenth birthday. In case of her absence without

adequate excuse, the parents and the employers are punished.

"Business people and employers in general no longer complain in any way of the compulsory continuation school system. Many regard it as a burden, it is true, but those who are liberal-minded feel that it is a burden which ought to be borne. Speaking generally, public opinion among employers, workpeople and apprentices alike is entirely favourable to the compulsory continuation schools. The apprentices especially approve the system because the schools are grouped according to trades. Their appreciation of the system is proved by the fact that a large number of them continue to attend the schools voluntarily when their period of compulsory attendance is over."

Regarding the effect of enforced attendance upon discipline the director says: "The reorganization of the continuation schools has not caused the slightest difficulty in regard to school attendance. The greatest interest is taken by the pupils in the various classes. Of course, there are always some lazy ones, but the general interest in the work is shown by the fact that there have never been fewer absences without excuse than during the last five years.

"In general, there is no need of regulations to enforce attendance. The pupils come willingly and gladly. If a scholar does play truant, he is made to appear before the Education Authority

(Schulbehörde) and cautioned. If the offense is repeated a money fine is imposed, and, if need be, the offender is imprisoned."

As to the danger of physical overstrain coming from compulsory attendance Dr. Kerschensteiner replies: "The continuation schools (at any rate those established in Munich, or those which exist in most of the Prussian towns) impose no new burden on the apprentice. Attendance is required during the working day from 7 a. m. to 7 p. m. In Munich the apprentices come between 7 and 9 a. m. or between 1 and 7 p. m. There is no instruction after 7 p. m. Many trades accord a *complete day* for the attendance of apprentices at the continuation school."

REWARDS FOR REGULARITY

On account of "continued attendance and industry" thirty-one students in 1909 were granted "free places" in the evening courses at the Leeds University. This is an instance of the English practice already mentioned in the account of the Nottingham schools of awarding prizes for regularity in attendance and homework, and success in the final examinations. Sometimes these rewards are called "exhibitions" which consist of grants of money for books or instruments. Thus in 1909 thirty-six senior exhibitions ranging in value from 10 to 15 shillings and 196 junior exhibitions worth from 2s. 6d. to 7s. 6d. were awarded evening school students in Leeds. The satisfactory char-

acter of the attendance in the evening schools of this city is indicated by the figures for 1906–07. At the beginning of the session there were 3954 students, at the eighth week 5869, and at the end of the term 5733. That these results were due primarily to the system of prize-giving is unlikely, but that it had some influence in holding the pupils throughout the course is quite certain.

ADMINISTRATIVE MEANS OF PRESERVING ATTENDANCE

The Milwaukee classes were at one time held four evenings a week. In 1907 they were changed to three sessions. At the same time the hours, which had been 7:30 to 9:30, p. m. became 7 to 9, though only those students who wished personal help from the teachers were obliged to be present before 7:30, at which time the class work began. These changes produced a more satisfactory attendance. In New York City the class hours have recently been changed from 7:30 to 9:30 p. m. to a half hour later at the beginning and ending of the period (8 to 10) in order to make it more convenient for the pupils, many of whose shops and factories are far from their homes.

The systematic following-up of absentees which is practiced by many successful directors of evening schools is well illustrated in Lowell. Here a printed postal sent by the principal to the parent, guardian or employer of the delinquent pupil, gives notice of the latter's absence and asks that the addressee's influence be used to

secure greater regularity in attendance. Another postal sent out by either principal or teacher goes to the pupil, and reminds him of the writer's interest in him and the educational opportunity he is losing, and expresses the hope that he will continue his attendance. A third card has spaces where the teacher fills in the number of attendances each week and others where the parents may place their signatures when the pupil takes it home. This form is used only in the case of those pupils whose parents express a wish to be kept informed regarding the attendance of their children.

In Halifax, England, the head teacher is obliged to report all absences to the Central Office and at the same time to give the reasons. This means that all absentees are inquired after, and possibly visited, by the teacher. Cases of continued absence are also written to by the Office. Manchester has introduced a system of guarantors whereby each pupil admitted free to the evening school is obliged to furnish a form signed by some responsible person, preferably the employer, who guarantees the value of the tuition remitted if the student fails to attend satisfactorily. A similar regulation covering the admission of students to the New York evening high schools reads as follows: "Pupils under twenty-one years of age will be required to furnish the principal of the school with a recommendation from their employers or other responsible persons to the effect that it is the intention of these pupils to continue

in the course for which they have registered, until the end of the year."

The application blank used by the students entering the Pittsburgh evening high school contains a place for the signature of the employer. In a letter sent to business men along with circulars to be distributed among their employes, the director, explaining the request for the employer's signature, says, "While this is not necessary it may make the applicant feel that you are interested in him and that you have an opportunity to find out the quality of work he does in his studies."

Six out of the nine replies received from school superintendents in answer to an inquiry as to the reasons for the unusually high percentage of attendance maintained in their evening classes, mentioned the system of deposits as one of the prominent conditions of their success. No other reason was named so often as this one. The usual deposit in elementary classes is $1.00, which is returned if the pupil attends three-quarters of the time. In Auburn a pupil can be absent only one-fifth of the time and get his dollar back. For every absence over that he loses ten cents. In the Cleveland Technical High School there is a tuition fee of $7.50 of which $2.50 is rebated for 85 per cent or better of perfect attendance. Jamestown has had good results with a registration fee of $2.00 which is not returned. The Los Angeles evening high school charges tuition and reports that "a very marked improve-

ment is noted in the personnel of the school since we began to charge fees." In his 1909 report Dr. Maxwell repeats his "recommendation made in former years that the Board of Education should establish a small charge, say $5.00 in high schools and $2.00 in elementary schools, for material consumed, or else require students to deposit these sums to be repaid to them at the close of the term upon condition of regular attendance. To carry out this recommendation it has been found that a change in the law will be necessary."

Five of the letters received in the inquiry mentioned above attributed the regularity of attendance, among other causes, to an able and experienced staff of instructors. Superintendent Henry P. Emerson of Buffalo said: "We employ the most skilful teachers, those who have the faculty of adapting the instruction to the various needs of the pupils and who can interest the least ambitious. The first few weeks is the critical period. A large number of pupils find the effort greater and the work harder than they had expected. They should be encouraged to attend classes even if unprepared to take part in recitations until they are well under way." The reorganization of the Philadelphia evening classes and the selection of teachers from an eligible list, referred to in a previous chapter, not only resulted in a notable financial economy but raised the average attendance from 52 per cent to 67 per cent.

The excellent attendance obtained in Leeds

has already been noticed. The principal reason for it given in Professor Sadler's book is as follows: "The success of the teaching, however, is, I think, due not so much to the choice of teachers, as to the fact that Evening School teaching is recognized in Leeds as a special art, requiring special preparation. Special courses for evening teachers are held by highly qualified instructors in English, arithmetic, and experimental mathematics, mechanical laboratory work, commercial geography, commercial arithmetic, and commercial practice and bookkeeping, with the object of helping actual or intending teachers in evening schools to gain both the necessary knowledge, and, what is equally important, the right methods of imparting it. These courses have been vigorously taken up, and have introduced into the evening teaching a wider outlook and less stereotyped methods."

The custom, based upon administrative necessity, which obtains in New York and many other cities of closing classes when the attendance falls below an average of twenty (in Cleveland the number is fifteen) acts many times as a spur upon the teacher and causes him to exert every effort to interest and to hold the class.

ORGANIZING THE INSTRUCTION

In American cities it is noticeable that where the evening schools are in the most flourishing condition the instruction has been organized into

courses which lead to graduation and a diploma, and in the elementary classes to a higher school. In England, where systematization has in some instances been carried to an even higher degree, a decided effect upon the attendance has been noticed following the introduction of the course system. An increase is not always immediate; sometimes there is a falling off with a corresponding gain in the quality of the students. But instances like the following, which is set forth in the 1908–09 report of the national Board of Education, are not uncommon: "Thus in an important Lancashire County Borough, the year in which the course system was adopted saw an immediate increase in the number of men students in the evening schools of the town from 1161 to 1180 (after a decrease in the preceding year under the old system from 1278 to 1161). The second year of the course system showed a further increase from 1180 to 1356. At the same time the percentage of students who left the school before the end of the six months' course fell from 55 per cent in the last year of the old system to 26 per cent in the first year of the adoption of the course system, and in the second year of that system fell again to 21.8 per cent."

In conclusion, it would seem that the most significant word, from the standpoint of attendance, which has come to the surface in the examination of the various evening school systems, is *organization.* Germany offering less technical

instruction than England has the better attendance because she has organized the getting of pupils. With less than half our population England and Wales have an attendance at public night schools more than twice that of the United States, because their national and local governments are organized more definitely for the administration of evening education. Massachusetts leads the other states because she has systematized her treatment of illiterate minors, and because her school boards have more consciously faced the matter of evening instruction and organized subcommittees to provide for it.

V

VACATION SCHOOLS

CHAPTER V

VACATION SCHOOLS

ONE hot July morning I visited a school house down in New York's East Side. The streets were so full of people, push-carts and wagons that it was difficult to make one's way. The iron fire-escapes, jutting out from the tenements, were hung with trailing sheets and soggy pillows. Here and there a woman lolled in a window, to catch a moment's respite from the suffocation of her apartment.

Passing through a small yard I entered a stone building and found myself in a long, cool corridor where a woman in fresh summer attire was giving some directions to a mother holding a child by the hand. Upon my expressing a desire to look through the building, she smiled and led the way. We had not gone far before the buzz of many voices and the sounds of hammering and sawing were heard. Entering a class room we came upon a group of boys working at benches with hammer, chisel and fret-saw. They were so busy over the brackets, key racks and wisp-broom holders they were making that many of them did not even look up. The instructor was entirely engrossed with the

difficulty a pupil was having with a joint, and it was easy to see that matters of discipline gave him no trouble. In the next room boys were caning chairs, most of which had been brought from home. The bottoms they were putting in were as even and tight as the original ones. In another room boys and girls, scattered about in little groups, were sitting on benches and desk-tops weaving baskets. When they got into difficulties or needed new material they went for help to the teacher, who herself occupied a desk-top in the front part of the room. A class in Venetian iron-work bent wrought-iron strips into pen racks and candlesticks. The work was being done in an ordinary class room, and each desk was protected by a board securely clamped to and covering its top.

There were classes of girls learning to sew, and upon a line strung along the wall were displayed the handkerchiefs, aprons and petticoats already made. In another class each member was making a real dress for herself. In one of the rooms girls were twisting thread-wound wire into hat frames, while some, more advanced, were trimming the hat frames they had previously constructed. Embroidery engaged the attention of another group. Down in the domestic science kitchen a large class of girls, many of them foreigners, was learning to cook, and in the model dining room across the hall my guide and I were served with delicious lemonade and wafers. The kindergarten

rooms were crowded with little boys and girls, many of whom had brought, and were keeping a watchful eye out for, baby brothers and sisters. These little tots did not seem to bother either teacher or pupils, the marching, singing and paper-cutting going on just as if they had not been there.

Only one class was occupied with book work. It contained mainly pupils who had failed in the June examinations and who were studying in the hope of making up their deficiencies in time to go on with their classes in September. A smaller number were studying elementary subjects with a view to completing the number of days of school work required to secure the certificate which permits them to go to work. A still smaller number were endeavoring through this summer study to jump ahead of their classes and thus to hasten the day of graduation.

The June examinations were barely over. The compulsory attendance law was not in operation. Yet here were 700 children coming regularly to school every morning. The principal, as well as most of her thirteen assistants, had just finished a hard year in regular day-school work. She had reports to make and an organization to keep in smooth operation. The work of each teacher was subject to the inspection of a sharp-eyed supervisor. No school regulations or professional advantages compelled these men and women to do this summer work, and yet they were giving

up six weeks of their summer's rest and staying in the hot, expensive city when they could have been in the mountains or at the seashore; neither would they have taught day-school classes for as little money as they received for this work.

There were twenty-eight other schools in New York and some sixty other cities in the United States where teachers were likewise spending their vacations in the class room for merely nominal wages and in some instances for no compensation at all. There were over 9,000 other boys and girls in New York, and in the whole country hundreds of thousands, maintaining a regularity of attendance at school, during the hot season and under no compulsion, that would have been quite respectable during the regular term.

The explanation of it was clear that morning in the East Side school. The boys were so busy making things, putting themselves into broom-holders, brackets, candlesticks, that represented their ability which they could show to others, —they were so intent on all this that it did not occur to them to annoy their neighbors or the teacher. The girls were so occupied in learning how to make dresses and hats that they forgot to talk loudly or laugh boisterously. When the teacher helped them over a difficult step in their work their faces gleamed with gratitude; when she gave some general directions they all listened intently. On entering school their countenances reflected the satisfaction felt at home over the

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A Summer Occupation in New York

They Came Because They Wanted To

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fact that they were neither in the street nor under foot in the house impeding the work that had to be done. Aside from the joy of making things, the children were glad to escape from their hot stuffy apartments into the cool, well ventilated school rooms. In a word, both teachers and pupils were happy because they were doing what they liked to do. Teachers taught and pupils attended this school because it was a "school of play."

Whether one considers this highly developed New York vacation school or the one which some woman's club in a small city has just started, the essential characteristics are the same. For both teacher and pupil the vacation school affords the occupation of their choice and one which, making small demands upon the head, satisfies the heart and fills the hands.

ACTIVITIES FOUND IN VACATION SCHOOLS

Most Common	*Common*	*Least Common*
Basketry	Iron work	Paper work
Sewing	Raffia	Dancing
Woodwork	Reed work	Leather work
Cooking	Household arts	Burnt wood
Sloyd	Physical training	Shoemaking
Kindergarten	Excursions	Gardening
Drawing	Chair caning	Stencil cutting
Cardboard work	Clay modeling	Picture study
Nature study	Millinery	First aid
Singing	Embroidery	Nursing
Games	Story telling	Toy making
Dressmaking	Knitting	Academic work

This list represents a composite of the subjects taught and the kinds of work given in a dozen different cities. They are set down in the order of frequency with which they are found. No one school system affords them all.

In most schools a pupil receives instruction in no more than two subjects during a daily session. Cambridge gives its boys a choice between sloyd and basketry while the girls may take either basketry or cooking and sewing. At one time the two-hour sloyd period in Cambridge was divided between sloyd and drawing. It was found, however, that the boys were averse to the drawing and it was omitted. With the two hours given entirely to sloyd the boys are now able to finish more articles and their interest is greatly augmented. In St. Louis pupils are divided into groups according to their rank in the regular day school.

CLASS GROUPS IN ST. LOUIS VACATION SCHOOLS

Group	*Grade in Elementary School*
Kindergarten	Kindergarten
Primary	I and II
Intermediate	III, IV and V
Advanced Classes	VI, VII and VIII

The activities of the vacation kindergartens are the same as those carried on during the regular school term. The primary boys and girls have games, sewing, drawing, raffia and reed work. The girls of the intermediate and the advanced

grades take lessons in housekeeping, which for the oldest ones include instruction in cooking. The boys of these two grades are taught bent iron work and wood carving and the oldest ones manual training. Twenty minutes of singing and story telling open the session, after which follow four recitation periods of forty minutes each. Manual training, housekeeping and cooking each have a period of one hour and twenty minutes.

Games are introduced for both educational and social purposes. The instructor teaches the children how to play checkers, dominoes, parchesi, backgammon, authors, geographical games (dissected maps and card games of countries, cities, manufactures, products and races), games of the names of great persons, presidents, battles, historical places and epochs, indoor baseball, charades, guessing and observation games, prisoners' base, blindman's buff, and many other amusements. In the selection of these, regard was had to their cheapness, so that the families of the children would be able to buy some of the games learned for the first time at the vacation schools, for home amusement during the long winter evenings.

The housekeeping course in the St. Louis vacation schools is very thorough. Children are taught the details of washing (rinsing, starching, blueing and drying), ironing, sweeping, dusting, scrubbing, polishing pans, washing dishes, cleaning

windows, setting and serving a table, making a bed, hanging pictures, the care of lamps, and keeping the rooms in order. New ideals of personal cleanliness are inculcated through the daily use of the baths connected with the school house. In Buffalo, the pupils are given instruction in swimming through the courtesy of the Y. M. C. A. gymnasium instructors.

Cleveland lays more emphasis than St. Louis upon purely academic work. The Central high school and six grammar school buildings are thrown open for class work to aid students in making up studies in which they had failed during the year. Pupils from the fifth grade up are admitted to these summer classes. In Cincinnati also the summer academic work is held in separate buildings quite apart from the other vacation classes.

The vacation school work proper in Cleveland is carried on by separate schools known as the kindergarten, primary, and manual training summer schools. Instruction in the primary schools is entirely oral and embraces the following exercises: story telling, the teaching of songs and poems, games, nature study, excursions and light work in manual training. The latter includes plain sewing and embroidery, paper-cutting, weaving and pasting, raffia and reed work, drawing and water coloring, clay modeling and some constructive work.

The time allotted to the various subjects is indicated in the following sample program:

DAILY PROGRAM, PRIMARY SCHOOL
Cleveland

8:30 to 9:00	Songs, stories told and read by teacher and children...30 minutes
9:00 to 9:30	Marches, drills, skipping games, in Assembly Hall ..30 minutes
9:30 to 10:30	Manual training, sewing, basket making.....60 minutes
10:30 to 10:50	Recess.....20 minutes
10:50 to 11:00	Song, short story, poem.....10 minutes
11:00 to 11:30	Occupation work, clay, paper-cutting, dolls, nature work, painting.....30 minutes
11:30	Dismissal

The summer manual training schools are attended by boys from the four grammar grades and the first year in the high school. The course is planned on practical lines and consists in making simple pieces at first and then gradually working up to such articles as ironing boards, plate and towel racks, book shelves, picture frames, tabourets, tables, chairs and shirt-waist boxes. All the instruction is given by thoroughly trained men and the schools are completely equipped with tools and benches. White wood and chestnut and oak lumber are provided, and the pupils are required to pay part of the cost of the articles they make and take home.

In both Cleveland and Pittsburgh, the public libraries co-operate with the vacation school

authorities by sending trained story tellers who interest the children in good literature and sometimes distribute books among them. A feature of the Cincinnati work is a mothers' meeting held one afternoon a week at each of the vacation schools. A program of music and recitations is given by the children with the help of talented persons from the neighborhood, and is followed by a social time at which flowers are frequently distributed.

In several of the cities the outing is one of the most enjoyable of the summer school activities. In Chicago excursions are made to the large open areas of the outer parks or to the suburban woodlands. Sometimes the managers of resorts grant concessions and the children are taken to them. In St. Louis and Cleveland the children are given a free outing every other week to one of the parks, where they play games, pick flowers and study nature. Sometimes the Cleveland children are taken to the Zoo and served with ice cream and cake. The expenses of the outings in Cincinnati are met by private subscription. One Friday morning the teachers and children attended a concert given by well-known musicians in the Music Hall and at another time they saw the "Hiawatha" play at the Zoo. In Haverhill, Massachusetts, the children in company with their teachers visit the rooms of the historical society, the birthplace of Whittier, the beach, or the park at a nearby lake.

In the New York vacation schools talks on city history are made more impressive by excursions under the care of the teachers to various historical places. The children are prepared in the class room for the trips, by being told what they are to see, and why it is significant. Some seasons over two hundred excursions are made to important points of historical interest in and about New York.

Some cities include academic work with the hand work. In Rochester, reading, language work and drawing in color are taught in addition to the usual subjects. New Orleans also provides instruction in arithmetic, geography and history. Boston gives the opportunity to study whatever book subjects the pupils demand, and in some New York schools the foreign-born children are specially instructed in English. Previous to the recent Hudson-Fulton celebration in New York one of the East Side principals arranged historical exhibits for each room in the school. They portrayed the life on Manhattan from the time of the first settlers up to the Revolutionary War and included Indian sketches, portraits of the early Dutch colonists and pictures showing costumes and customs.

In Pittsburgh, according to Miss Beulah Kennard, president of the Playground Association, the endeavor has been "to base each department on a normal play instinct and to keep them spontaneous, childlike and joyous,

without strain and without self-consciousness. In the 'carpenter shops' boys are given play models and allowed to use the saw and plane like men. In the art classes Indian or war stories are illustrated on large sheets of paper, while the girls paint flowers and birds and stencil dainty patterns which they have themselves designed. They use live models whenever possible, and parrots, puppies, cats, geese and chickens are carried from school to school, to the great delight of the children.

"Dancing and rhythmic gymnastic exercises receive much attention, as the children do not know how to use either hands or feet well. They can neither stand nor walk nor throw a ball straight. Classes in cooking and nursing have been fitted in wherever space can be found, the boys being as anxious to cook as the girls. But to the over-industrious teachers and children one inflexible rule has been given—'The play period must not be encroached upon.' Every teacher has her game book and must learn to play if she has forgotten how."

With such a guiding principle it is not strange that the children should co-operate in the maintenance of order. In one of the schools a basketry class of small boys composed and wrote on the blackboard the following rules:

You must not sass the teacher.
You must not chew gum.

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LEARNING THROUGH PLAY IN NEW YORK

You must not talk loud.
You must not break the rules.

The length of the vacation school session in most cities is six weeks. In a few the session lasts only five weeks. In one city it continues only four, while in Cleveland the period is eight weeks. The date of opening the schools varies from a week after the end of the day-school term to the middle of July. The usual hours are from 9 to 12 a. m. or 8.30 to 11.30 a. m. Usually there are no sessions on Saturday. In Cincinnati there is no class-work on Friday, that day being devoted to the weekly excursions.

THEIR ADMINISTRATION

Each instructor in the New York City vacation schools is a specialist chosen from an appropriate eligible list in the order of standing. Details of instruction are looked after by a supervisor for each subject and district superintendents have general charge over the work of their respective districts.

In St. Louis the conduct and management of the vacation schools is in the hands of a supervisor who, under the direction of the superintendent of instruction, plans the course of study and program for each school and supervises the work of the principal. Each school has as many teachers as the work demands, provided that the quota of pupils for each paid teacher is not less than twenty-

five; and the supervisor may with the consent of the superintendent of instruction employ a limited additional number of qualified volunteer teachers, such as Teachers' College students or members of the senior class in the high school. In Cincinnati, Cleveland and Newark the vacation school work is in charge of a supervisor who reports to the superintendent of schools. These three cities employ mainly day-school teachers. Applications are usually so numerous that a selection can be made of those best fitted for special lines of work.

Many cities, like New York, Cleveland and Cincinnati, organize their teaching on the departmental plan, but Newark, whose board of education was the pioneer in municipal vacation school work, has recently abandoned this scheme. There an effort is made to secure a teacher who can do all of the work required in each grade; it has been found that teachers of special subjects fail to become as intimately acquainted with their pupils as the grade teachers who are with their classes throughout the session. In Chicago, St. Louis, Cincinnati and several other cities there are many volunteer workers on the teaching staff. School work relieved of the trials connected with discipline has lost its most forbidding element, while the joyousness and satisfaction which pervade the vacation class room constitute a strong appeal to all who like to help children. In Boston and St. Louis it has been found that this work serves

as an admirable training for young people studying to become teachers.

Special training classes for teachers desiring summer school work are held in Newark under the director of manual training and thus properly qualified candidates are available for all the positions. In Pittsburgh a teachers' institute is held three days prior to the opening of the schools and weekly teachers' meetings are conducted throughout the term. The superintendent has also arranged with the University of Pittsburgh to give Saturday courses in psychology, sociology and education for the benefit of the vacation school and playground teachers. In Cincinnati and several other cities vacation school teachers are organized and hold meetings throughout the year.

The salaries of the St. Louis teachers for the term of six weeks are as follows: Supervisor, $250; principal, $80; teacher, $60; assistant teacher, $30. In Chicago the regular teachers receive $75 for the six weeks' term, and the assistant teachers, $50 and $30. Cincinnati teachers receive a uniform rate of $2.00 per day. The salaries in New York are as follows:

SALARIES OF VACATION SCHOOL TEACHERS

Supervisors	$6.00 per day
Principals	4.50 " "
Teachers	3.00 " "
Kindergartners	3.00 " "
Kindergarten helpers	1.50 " "
Substitutes	1.50 " "

COST OF VACATION SCHOOLS

City	*Season*	*Number of Schools*	*Cost of Maintenance*	*Average Attendance*	*Per Capita Cost*
Buffalo.....	1909	9	$5,724.87	2,333	$2.45
Cambridge...	1908	6	1,791.18	907	1.97
Chicago.....	1908	16	23,217.59	6,003	3.86
Cincinnati...	1908	4	2,900.00	1,480	1.96
Cincinnati*..	1908	1	1,200.00	357	3.36
Newark.....	1909	27	31,344.00	9,016	3.48
New York...	1908	27	70,495.77	14,586	4.83
Pittsburgh...	1908	10	8,256.99	2,544	3.24
St. Louis...	1908	2	2,869.08	577	4.97

* Summer academic school which is run separately.

These figures have in most instances been compiled from school reports. There is no assurance that uniform methods were employed in arriving at the cost of maintenance, so they have no value for the purpose of inter-city comparisons. They are to be regarded simply as examples of vacation school expenditure.

The cost of the Haverhill vacation schools in 1907 averaged 78 cents per pupil. The same season St. Louis conducted summer school work the cost of which, computed on the average daily attendance, was $5.58 per capita. The Des Moines schools during the season of 1909 cost about $3.00 per pupil, which is a fair average for the country. The expensiveness of these schools varies with the size of classes, salaries of teachers, kinds and amount of material used, and equipment installed. With volunteer workers, contributed

material, borrowed tools and the use of idle school rooms, a large number of children can be provided with many hours of useful happiness at little or no expense. The per capita cost in New York for the 1906 vacation schools was $4.84; in 1907 it jumped to $5.03 and in 1908 it sank to the 1906 figures. In St. Louis the second year of its vacation work showed a reduction of 61 cents in the cost per pupil. Cambridge vacation schools in 1908 decreased $0.41 per pupil below the cost in 1907. This was due in part to an increase in the average attendance and in part to the omission of drawing, since more teachers were required when drawing was given in connection with the sloyd work. The Newark summer school work increased in cost from $1.77 (based on average attendance) in 1901 to $3.68 in 1907. The reasons given for this increase are, mainly, rise in the salaries of teachers, reduction in size of classes, introduction of new kinds of work requiring additional teachers, greater expense for supplies and equipment, and the enlargement of the supervising corps.

In the Cleveland schools the children pay one-half the cost of the material used in making the articles which they take home. In Haverhill a considerable sum was realized from the sale of baskets at the end of the term. In most schools, however, after the usual closing exhibition of the vacation school work, the children are given the articles they have made.

HOW THEY START

The first vacation school in this country of which there is any record was held in 1866 under the auspices of the First Church of Boston, but it was in no way connected with the public schools of that city. The report of the Providence superintendent of schools for June, 1870, states: "For two years past schools have been opened in the summer vacation for such children as wished to attend. These have been a great blessing to the city. All lessons are made as attractive as possible by apt illustration and familiar conversation. Sewing, drawing and object teaching occupy a prominent place." These schools were under a volunteer committee. In 1876 they were discontinued, but in 1894 they were revived and carried on for six years, when they were finally turned over to the school committee. The first municipal board of education to incorporate vacation schools as a part of its system was that of Newark, where they were established in 1885.

In 1894 the Association for Improving the Condition of the Poor in New York City obtained the use of four public schools and maintained classes in manual training and allied subjects during the vacation season. In 1897 vacation schools were adopted as a part of its public school system by the New York Board of Education.

In 1896 at a conference of the Associated

Charities in Chicago a committee was appointed to take up the matter of establishing vacation schools in that city, and through the efforts of this committee the Civic Federation was induced to conduct one vacation school. In the summer of 1897 a school supported by private contributions was also maintained in the Seward School, under the auspices of the Chicago University Settlement. The Chicago women's clubs became interested in 1898, and assisted by several charitable associations, formed an organization for the purpose of carrying on summer schools until they should become an organic part of the municipal system. In 1908 this body was known as the "Permanent Vacation School Committee of Women's Clubs." It expended $23,217.59 upon sixteen vacation schools, of which amount $15,000 was contributed by the Chicago Board of Education. The sessions were held in public school buildings, but were directed by a superintendent in the employ of the Vacation School Committee.

The introduction of vacation schools and playgrounds in Pittsburgh was due to the activity of the Civic Club. As early as 1896, while looking about for some needed thing to undertake, it was impressed by the number of forlorn homes and crowded streets in the city and resolved to secure the use of the school yards for the children who had no place to play. After the grounds had been secured the astonishing discovery was made that most of the children did not know how to

play. Chiefly the children of immigrants, they came from mill neighborhoods and foreign settlements and had never had an opportunity to learn the games and sports which have always been the birthright of American boys and girls. The boys seemed to be animated solely by a feverish desire for work and the girls would not come unless bribed with sewing classes. The parents also continually asked that their young children be given some kind of manual work. In response to these demands more and more hand work was included in the playground programs, and thus after several years' experimentation the activities of the vacation school came to be combined with those of the playground. For the younger children kindergarten methods were still employed, but for those over eight years of age the daily program was revised to include some form of industrial work, music, nature study and clay modeling or drawing and coloring.

In 1900, feeling that more popular support was needed, the Civic Club asked the women's clubs to help them. A meeting was held and the joint committee then formed from the delegates of the various clubs conducted the work for the next six years. The women became enthusiastic over the undertaking and the playground and vacation school work added a new interest to their club life. There were many volunteer workers among their members and liberal contributions were made out of their treasuries. The Central Board

of Education of Pittsburgh gradually increased its financial assistance until in 1908 its annual appropriation had reached the sum of $9,500. The schools, however, are still (1910) under the direction of the women's clubs, though the organization composed of their delegates is known as the Pittsburgh Playground Association.

On the north side of Pittsburgh, formerly the city of Allegheny, vacation schools, started in 1905 by a joint committee of the women's clubs of Allegheny, are conducted by the Playground and Vacation School Association of Allegheny, Incorporated. The Association at the present time is made up of delegates from over twenty women's clubs, church societies and neighborhood committees. The schools are supported by appropriations from the city and from private contributions, and are administered by officers selected by the Association and by a large number of voluntary workers.

Vacation schools in Cleveland were established in 1895 under the auspices of the Ladies' Aid Society of the Old Stone Church. These schools were carried on by the Day Nursery and Free Kindergarten Association from 1901 to 1903, when the Board of Education assumed their control. In Milwaukee, some public spirited and philanthropic women began by obtaining the use of one of the public school buildings. They employed teachers and held classes for six weeks. In 1904 the board of school directors, impressed by the value of this instruction, established and

carried on one vacation school, while the women's organization continued their work in a new locality. In the following year the school board assumed the responsibility for both schools and the women withdrew from the field.

In Rochester, the Women's Educational and Industrial Union and the Playground League played a prominent part in the inception of the vacation schools. In Johnstown, Pennsylvania, they were first started by the local civic club at the suggestion of a teacher who had taught in the summer classes of another city. Funds were raised by subscription. In Medford, Massachusetts, vacation schools are supported by a vacation school association composed mainly of women who act in co-operation with the municipality. The business men of Minneapolis supported the vacation schools of that city during the summer of 1906. Those of St. Paul obtained their start through the co-operation of the superintendent of schools and the St. Paul Institute of Arts and Sciences. Soon after the incorporation of the Institute its assistance in starting vacation sessions in the public schools was asked by the superintendent of schools. The executive committee of the Institute promptly put $500 of its slender resources at the disposal of the school board. To this sum the Board of Education added $650, and several organizations contributed additional amounts, materials, tools and services. With this help the school board in

1908 opened four buildings, the average attendance at which was 846 pupils. The experiment was so successful that the board introduced vacation schools into its regular system and in 1909 appropriated $2,000 for their maintenance. The Institute being relieved from contributions for their support, then devoted itself to securing a system of school gardens to be conducted in connection with the summer classes. Through co-operation with several other societies and a newspaper, some $800 were raised for this purpose.

In Indianapolis, vacation schools are carried on by the Public Recreation Committee of the Children's Aid Association. In Worcester, their success is due largely to the co-operation of the merchants of the city, who make generous donations of materials and supplies. Cincinnati owes its vacation schools to the early efforts of a woman's club of that city; and the Women's Club of Brockton, Massachusetts, co-operated with the school department in maintaining during the summer months a kindergarten in one school and a sewing class in another.

RESULTS

The president of the Pittsburgh Playground Association reports that as a result of its vacation school work, industrial and domestic science departments have been placed in a number of the day schools. In other schools play has been given a place on the regular daily program and a large

number of teachers have learned how to play with their children. In districts where vacation schools have been maintained it is reported that the children have returned to school in a less demoralized condition than is usual after the long holiday. Especially in the densely populated portions of the city the living conditions of families have been improved. The instruction received in the summer classes has helped "to make the home cleaner and the clothes less dependent on 'the strained devotion of a pin.' Little girls have taught their mothers how to cook wholesome, plain food and their care of the spoiled tenement baby has been more intelligent. At one school the girls were asked if their baby brothers and sisters ever drank coffee. Everyone answered 'Yes.' When the babies are put on a milk diet instead of one including coffee, doughnuts and bananas, they will lie in a basket or hammock, and the little sisters that tend them can themselves rest or play with other children. . . . And the gang has been tamed. The West End gang whose ideals had been confined to baseball and pugilism became enthusiastic carpenters. Their devotion to the fine, clean young fellow who was their instructor was pathetic. They followed him around. In order to cure the sneak thieving he would leave all the material out on the ball field and go away without making any boy responsible for it. The next morning every bat and ball and glove would be returned."

First Aid Methods

Clay Modeling

PITTSBURGH SUMMER SCHOOLS

CALIFORNIA

In the Buffalo vacation schools the boys showed great enthusiasm over manual training. Members of the chair-caning classes not only caned all the broken chairs in their own homes, but at one school eighteen chairs were caned for one of the local churches, for which the boys were paid at the rate of fifty cents each. At the close of the summer session many went immediately into the chair-caning business. One of the chief benefits afforded by these summer schools is the opportunity for manual training given to boys and girls who do not have it in their regular day-school course.

In the St. Louis vacation schools five boys who had become wards of the juvenile court were enrolled. The offenses for which they had been arrested were not grave enough to warrant their being sent to the Industrial School, but they needed a term of several weeks under the eye of some responsible authority other than their parents. They were allowed to attend the summer classes and weekly reports of their conduct and progress were made to the court. The boys continued in attendance up to the last day and gave no trouble worthy of comment. In Cleveland one vacation school was composed solely of 135 boys who had been assigned to the detention home by the judge of the juvenile court. They ranged in age from three and one-half to seventeen years, and in school rank from the first grade to the first year in the high school. They were given

gardening, drawing, weaving, paper-cutting, clay modeling and decorating, and raffia work. During the summer they made three excursions to nearby parks.

One of the most important benefits of the vacation school lies in the opportunity it affords backward pupils to make up work left unfinished at the close of the school year. The attendance at the Cleveland summer high school for the past seven years has averaged 252 pupils, and during that time the instruction has enabled over 1200 boys and girls to advance regularly with their classes in the fall, and has undoubtedly been influential in holding this large number of pupils until they secured the advantages of a complete high school education. During the summer of 1909 over 700 grammar school boys and girls obtained promotion as the result of attendance at vacation classes. Eighty per cent of those in attendance at the summer academic school in Cincinnati during 1908 were promoted in the fall. The zeal and perseverance of these pupils surprised even the teachers. Some of the children said it was the first work they had ever done with all their might, and those who were promoted, so far as reported, have sustained themselves creditably in their new classes.

Another way in which the vacation schools may serve the community is illustrated by the course of lectures given during the summer of 1909 in the Chicago vacation schools under the

auspices of the Visiting Nurses' Association. These lectures were upon the proper care and feeding of infants, the necessity of cleanliness and suitable clothing, the preparation and preservation of milk, and the use of barley water and the various substitutes for milk which are employed during the period when intestinal disease is prevalent among infants. They were given by medical men, nurses and other specially trained persons. To the lectures were admitted the summer school students of the upper grammar and high school grades. A campaign of education was thus carried on for the purpose of controlling and ameliorating the diarrheal diseases in children.

The success of the vacation school work is undoubtedly responsible in a measure for the tendency, now noticeable in various parts of the country, to extend the regular school instruction beyond its traditional time limits. In Oakland, California, the schools have been opened on Saturday forenoons so that those outside of the school system may be instructed in sewing, cooking and manual training. The school year which obtains in the new $650,000 Technical High School in Cleveland is divided into four quarters of twelve weeks each with a week of vacation after each quarter. As a result, one of the regular term sessions takes place during the summer months. During the summer of 1909 there were 450 pupils whose daily attendance averaged 97 per cent of the total enrollment in this school.

Any proposal to extend the regular term of school throughout the summer immediately arouses the apprehension of the public as to the effect upon the health of the children. Even though the course during the hot months were largely of a manual character, many persons would still fear the consequences of a compulsory attendance during the summer. It has been pointed out that the success and beneficial results of the vacation schools are largely due to the voluntary nature of the attendance. On the other hand, evidence favoring an extension of the school term is to be found in the work of the Hebrew Technical School for Girls in New York City, which has a continuous session of eighteen months. The pupils attend for eight hours each day, but throughout the course they are given medical supervision, plenty of fresh air, and exercise in the gymnasium and swimming pool. At 10 a. m. daily each girl receives a cup of milk or cocoa and at noon she has the opportunity to buy a bowl of soup for one cent, and thus supplement the luncheon brought from home. This long school day and the continuous session were forced upon the managers by necessity, but up to the present time no bad effects upon the health of the girls have been noticed, while in many cases there has been a decided improvement.

The gradual assumption of vacation school work by boards of education and the tendency to increase the sessions of academic instruction show

that municipalities are more and more recognizing that their responsibility for the education and welfare of children is not limited to the forty weeks of the school year.

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VI

SCHOOL PLAYGROUNDS

CHAPTER VI

SCHOOL PLAYGROUNDS

IT is 1:30 in the afternoon and a July sun is blazing down upon a company of boys and girls lined up in military fashion on the grounds of a public school in the city of Newark. They face a huge brick building, while at their rear are to be seen climbing ropes, swings, a sand-pile, a horizontal bar and the other equipment found in an outdoor gymnasium. Outside the closed gate a group of belated youngsters peer wistfully between the pickets. A drum rolls and immediately a flag flutters from the flag-staff. The ranks stiffen into the posture of attention; caps are clapped to shoulder and girls' hands are raised towards the flag.

"We salute thee," the treble voices chant; "we the children of many lands who find rest under thy folds, do pledge our lives, our hearts, and our sacred honor to love and protect thee, our country and the liberty of the American people forever."

Then the bareheaded man with rolled-up sleeves and belted trousers, who led in the reciting, tells a story of Uncle Remus. As the applause dies

away the drums sound again and the company begins to march. After several maneuvers and mass formations, the girls, officered by women, pass over to the other side of the school house and are lost to view.

The boys, in obedience to a couple of sharp commands, spread out over the square like chessmen on a board. All eyes turn to the bare-headed man standing before them. He raises his finger-tips to his shoulders. Then, imitating him, the boys shoot out their arms sideways, bend them back,—out, back, and so on,—eight times. Arms are raised forward, upward and sideward; bodies are bent forward and sideways; feet spring sideways as the arms swing overhead. All the while the leader counts, spitting out "one," "two," "three," and so on, like a rapid-fire gun. The boys flap their arms in the manner of an excited railroad signal and every pair of lungs works like a blacksmith's bellows. Cheeks redden and sweat begins to ooze. Ten strenuous minutes pass and then, as a wind-up, the leader gradually quickens the count. The boys see the twinkle in his eye and "hit up" the pace with a will; but soon the point is reached where muscles can move no faster and all break down in laughter.

The ranks close up and the children outside the gate are allowed to come in and line up with the others. The whole company is divided into squads under the leadership of teachers and of some of the bigger boys. One of the latter brings

out spades, shovels and rakes, and a group starts to dig a jumping pit over in a corner of the yard. Another lot of youngsters goes into a class room and is set to weaving baskets. Two squads go to the shops where they cane chairs, whittle out boats or make kites. Other groups are sent to the various pieces of apparatus, where they swing through the air on the flying rings, "skin the cat" on the horizontal bar, vault over leather-covered bucks, or make "giant strides" through the air with the help of ropes attached to a pivot-like post. The smallest fellows flock to the sand-pile under an awning, and bury their legs and bodies in clean white sand, or they run on farther to the high wooden platform which stands nearby. Here they go up steps on one side and on the other slide pell-mell, entirely careless of skin or clothes, down a broad, smooth wooden chute. The climbing ropes are sought out by one of the squads. Several of these thick ropes hang down from a high cross-bar, each having a bell so placed that it can be rung only by the boy who is successful in pulling himself clear to the top. Other youngsters gather around the soft dirt which by this time has been spaded up, leveled off and cleared of its stones and lumps, and are presently engaged in a broad-jumping contest.

The two squads whose turn it is to play basket ball have the liveliest time. One of the teachers acts as referee and every time a player trips or holds an opponent, or runs with the ball, his side

is penalized, and a shaping touch is given to that plastic something in each boy's make-up which in manhood will show itself as "obedience to law,' though it will still be, what it always has been, merely "playing by the rules of the game."

As soon as a team is through with one game or exercise it moves on to another place where a new kind of fun awaits it. The boys who today are working in the shops, will tomorrow have the right of way on the basket ball field, while those who have been using the apparatus will be set to jumping or sprinting. The opening calisthenic exercises are also varied by periods of dumb-bell, Indian club or single-stick drill. Thus all the children enjoy in turn the whole list of play opportunities; and through skilled oversight each group is given exercise adapted to its strength.

Over on the girls' side also a lively program is being carried out. Scattered all over the yard are little groups playing club tag, prisoners' base, volley ball, throwing the corn bag for height, or passing the basket-ball in a circle. In the kindergarten room successive classes listen to the ever delightful recital of the "Adventures of Alice in Wonderland" or take a trip through the "Jungle" under the guidance of Kipling. Interspersed with the stories are such games as "How do you do, my partner?" and "Would you know how does the farmer?"; interesting times over peg-boards, sewing cards and chalk drawings, and enjoyment of such rhythmical exercises as

UNIV. OF
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Practicing Housekeeping: Laundry Work

A Lesson in Sweeping
IN A NEWARK, N. J., PLAY SCHOOL

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"Merry Little Fishes," "The Bird's Nest," and "The Song of the Loaf of Bread."

In another room a busy group of older girls practice at housekeeping. They sweep, dust, wash clothes, build fires and set dinner tables. The teacher joins them and the work is not work at all. The place, however, where the fun is gayest is the spacious class room from which all the benches and seats have been removed. A piano stands in the corner, and the floor shines from many waxen polishings. The girls form in a double circle, partners facing each other; the music strikes up and their young limbs and bodies begin to move through the steps of the Danish Shoemaker's Dance. To wind the thread they revolve their fists; to pull it tight they jerk their elbows back and forth; and then they polka lightly around the circle on their toes. The teacher dances with them, and her eyes sparkle and her cheeks become flushed like those of her pupils as together they trip through the "Ace of Diamonds," "Tarantella," "Highland Fling," "Bleking," and other dances imported from the merry-makings of Europe. Sometimes the girls dress in bloomers, or in bright-colored caps and costumes of different nations which they have learned to make in the sewing classes; and to the appeal of music and rhythmic motion there is added the appeal of color and uniformity in dress. Admission to the folk dancing classes is obtained only through faithfulness in the performance of

some of the less attractive exercises set down in the playground program.

There is rotation among the groups and all the girls get a chance to enjoy the benefits of the various games and occupations. The teachers act simply as play-fellows and leaders. They exercise supervision in order to secure wholesome expression and do not try to repress the budding natures under their charge. At five o'clock the games stop; materials and equipment are put away; the grounds and rooms are cleared of all litter, and teacher and pupil go home tired but happy.

OTHER PLAYGROUND ACTIVITIES

A large proportion of the children enjoying the school playgrounds of New York are of about the same age and are taken care of in the kindergartens which are held usually on the ground floor of the building. They join in simple songs, Yankee, Russian Jew, Armenian and Italian boys and girls all singing in the same tongue. In the sand bins some build remarkable subways and tunnels, while others at the tables busy themselves in making paper toys. Sometimes the tales of Red Riding Hood and the Lion and the Mouse are dramatized and the children applaud the small actors with great éclat.

Checkers and other quiet games are played by the boys and girls alternately in the same room in which the library is situated, and so great is the absorption of the players in their games that

the readers are not disturbed. Of the various occupations afforded, basketry and caning are the most popular among the older pupils. Sometimes the girls bring their sewing from home, and in one of the yards a great deal of enjoyment was obtained from making scrap books which were sent to the hospitals.

The shower baths connected with the school houses are thrown open during the summer from 9 a.m. to 10 p.m. and children frequently stand in line a long time waiting their turn to take a bath in preference to playing the games on the playground. These baths in many instances have been installed at slight cost. A perforated shower or a spray head has simply been placed on the end of a hose pipe, and the water allowed to drain away without doing any damage. The eagerness with which the children have availed themselves of these privileges shows that cleanliness is just as contagious as the measles when one is in a position to catch it.

New York playgrounds like those of many other cities, have White Wings brigades made up of the boys who enjoy the privileges of the ground. They go around with push carts gathering up and carrying off all the rubbish and litter which accumulate during the session.

Regular periods in the outdoor program are devoted to learning and practicing selected European peasant dances. These are offered to the boys as well as to the girls but are most popular

with the latter. Music especially adapted to the various folk dances is provided and frequently there are spontaneous outbursts of song from the dancers. In choosing the games and dances to be taught, emphasis is placed upon those of Scandinavian and Slavic origin, which are so characteristic of simple peasant life. Some of them have a gay, quick movement, while others move in stately fashion and display dignity and grace. No occupation on the playground is more charming or more conducive to refinement than these delightful folk dances, and while accomplishing the same amount of muscular development as gymnastic drills, they are much better suited to hot weather.

About one in five of the New York school playgrounds is set apart for the enjoyment of mothers and babies. No children over six years of age are admitted unless they have charge of little foster tots; but there are many of these youthful mothers. They bear their burdens cheerfully. One of the kindergartners attempted to sympathize with a little girl who was struggling under the weight of an unusually stodgy youngster "Oh, no, he isn't heavy! I love to carry a baby," was the prompt reply.

Important members of the playground staff are the nurses who co-operate with the Board of Health physicians and give much-needed instruction on the proper feeding, bathing and clothing of infants. Remedies for simple ailments are prescribed and those needing more thorough

medical aid are sent to clinics or floating hospitals. The ignorance of many of the mothers is appalling. One of them seriously objected to sending a sick child to the hospital because she was afraid the nurse would give him a bath! Sometimes small tubs, with the usual accessories, are supplied and mothers learn the uses of soap and water through a practical demonstration then and there of what a sweet and clean baby may be. Meetings are frequently held in which talks are given upon such topics as Cleanliness, Food and Clothing, and the mothers are often addressed by a physician. Most of the women are able to understand English, but sometimes it is necessary to have an interpreter. At one school a Yiddish woman translated the speaker's remarks for the benefit of her friends.

More and more attention to the needs of babies is being given in the school grounds. In the most congested district of Cleveland a school yard has been provided with a small tent which is used as a day nursery by the mothers of the vicinity. A trained nurse is in charge and the babies which are brought there sleep through the long summer days in tiny, cool cots and under expert supervision. In the New York playgrounds special attention is also given to other children needing individual care. Those who show symptoms of spinal curvature, wry-neck, round shoulders or any of the other deformities common to their age are drilled in exercises adapted to their bodily needs and in many cases remarkable improvement

has resulted. A milk depot was established by the Woman's Health Protective League at one of the schools, where a glass of sterilized milk and three sweet crackers were sold for two cents, in order to provide a light lunch.

In certain New York yards the boys and girls are lined up in marching form at the close of the afternoon and recitations are then given or stories told. One principal narrated in one term more than forty stories from Dickens, Thackeray, Dumas, Shakespeare, and the Arabian Nights. The usual program is as follows:

NEW YORK DAILY PROGRAM

		Marching
1:00–1:30	Assembly	Singing Salute to the Flag Talk by the Principal
1:30–2:30	Organized Games	Kindergarten Gymnastic
2:30–3:00	Organized Free Play	
3:00–4:00	Drills	Gymnastic Military
	Folk Dancing Apparatus Work	
	Occupation Work	Raffia Clay Modeling Scrap Books
4:00–4:45	Organized Games	Kindergarten Gymnastic
	Basket Ball	
4:45–5:15	Athletics Good Citizens' Club	
5:15–5:30	Dismissal	Marching Singing

The Nursery

"In Tiny, Cool Cots"
SCHOOL YARD NURSERY IN CLEVELAND

CALIFORNIA

In Boston the children of the school playgrounds sometimes give a play like "Cinderella" and such tableaux as "The Sleeping Beauty" and "The Ringing of the Liberty Bell." They dance "Dainty Steps," a German dance, the "Ace of Diamonds" and the "Grandmother" dance. On one occasion a group of boys gave a dramatic portrayal of "The Signing of the Declaration of Independence." There is a tendency in Boston to lay more emphasis upon athletics for the girls. Relay races, potato races and three-legged races already form a regular part of their program, and certain of the playgrounds are now being fitted up for the exclusive use of girls. It is proposed to give them regular athletics and gymnastics like those provided for boys. The girls are to receive a medical examination and exercises will be prescribed in accordance with each child's needs.

Kite making forms a prominent feature in the Cleveland program. A kite club formed in one of the yards made 125 kites of fifteen different varieties. A flying contest was held and prizes were awarded for the best constructed, most unique and best flying kites. At Buffalo, besides the usual games and sports, swimming classes are conducted by the director although the boys have to walk about two miles to the nearest swimming place. They meet three times a week and start out in a company of seventy-five to one hundred, carrying their swimming suits, water

wings, and other paraphernalia. Several of the grounds in this city are equipped with cinder tracks and the boys get a great deal of practice in the sprints and distance running.

The tendency to insert hand work in the playground program is very well illustrated at Cambridge. While the games are going on in one part of the yard, in other parts there are busy groups sewing cards in gay colors, or knitting and crocheting. Many scrap books are made, and even the boys eagerly learn to construct waste-paper baskets, flower-pot covers from wall paper, and to weave mats on little frames. Dressing dolls and making dolls' furniture are popular occupations among the little girls. Recently the Gilbert American school dances were added to the list of activities taught, greatly to the delight of the girls who were permitted to enjoy them. Cambridge, like many other cities, equips its school playgrounds with traveling libraries. The books are carefully selected from the public library and after being used in one yard are taken to another. Children with clean hands and faces are permitted to take them home and keep them for a couple of nights. The books are usually returned in very good condition and few are lost during the season.

At Providence, Rhode Island, the little plays "Princess May" and "Snow White" were given during the summer and attracted large crowds both at the daily rehearsals and the final perform-

ance. The children were so delighted with the costumes which they were required to wear, of the various princesses and queens, that the work of drilling them was both enjoyable and successful. In this city and Newark the playground boys have been organized as cadets and under the instruction of expert drill masters have given very creditable military exhibitions.

In Los Angeles brass bands are organized among the boys and girls, the first instruments having been purchased out of a gift of $400 made by a firm of architects. The beginners use these instruments until they can secure their own. The cost of the instruction is met by the young people. In Pittsburgh, Cleveland and several other cities the morning and afternoon programs contain both play features and the indoor occupations which belong to the vacation school. In Pittsburgh several small playgrounds, provided with apparatus, shelter rooms and sand-piles in the charge of trained kindergartners are devoted particularly to little children.

In certain cities, where the playground work has reached a high development, organized athletics play a prominent part, and baseball matches are arranged with neighboring schools while the track and field athletes from all the yards come together in a final public meet. Because of their increasing importance an entire chapter is devoted to the discussion of organized athletics, games, and folk dancing.

School playgrounds are usually open from 1:30 to 5:30 p.m., though the hours vary in the different cities. The term lasts usually from six to eight weeks, and begins about the middle of July. Most of the cities throw open their school yards only five days a week, keeping them shut on Saturdays, although in Seattle there are some grounds that are open every week-day from seven in the morning until nine at night. In Rochester some of the playgrounds are open all the year round, and one of them on Sundays as well as week-days. In Buffalo the organized work goes on from May to November, while in two grounds which adjoin school houses opportunity for using their play facilities is afforded half the time throughout the winter. In New York City the roofs of eleven public school buildings are thrown open from 7:30 to 10 o'clock every night except Sundays for eight weeks during the summer. For the boys active games and gymnastics are provided under careful supervision, while on the girls' side an excellent band plays for the dances arranged by the competent instructors always on hand to organize and promote fun.

An average of nearly two thousand persons, including many adults as well as young people, nightly attend each of these roof playgrounds.

It has become the custom to close the summer season with a public exhibition held usually in one of the large parks. In Newark there are thousands of mothers, fathers and young people

who have come to look forward to the August afternoon upon which the school children will entertain them with Indian club drills, gymnastic feats, marching and folk dancing in gay costumes on the velvety sward of the beautiful Branch Brook Park. The close of the term in New York City is marked with public entertainments in each district, some given in armories and others in large parks. The program consists of singing, athletic sports, calisthenics, drills and folk dances.

APPARATUS

The experience of the playground workers in New York City shows that it is not essential to have expensive or elaborate apparatus. Lively games are what appeal to children and these can be carried on by clever play leaders on grounds which have a very slight equipment. Cincinnati has provided twenty-five of its school yards with such simple apparatus as jumping standards, horizontal bars, and sand-piles placed in cement beds. In Cleveland the equipment of each of the school playgrounds consists of: Six rope swings, six teeters, sand pit, frame swing for little folks, basket ball outfit, tether ball equipment, volley ball outfit, standard for high jumping, spring board, playground balls, and materials for sewing, basket making and raffia work.

A satisfactory set of apparatus was put up in a certain school yard in Los Angeles, at a total cost of about $450. It consists of swings,

ladders, bars, rings, teeter boards, and May pole, volley ball outfit and a croquet set. In many playgrounds the superintendent or head workers are able to plan and make a large part of the apparatus themselves, thus effecting a great economy in the cost of equipment. Following this plan East Orange was able to fit up five of its school yards with an outlay of about $800. Each yard was provided with three baby hammock swings, four larger swings, four teeter boards, a self propelling merry-go-round, a children's bamboo slide, and a sand box.

The apparatus enumerated below was entirely home-made and was used with satisfactory results in Scranton, Pennsylvania.

1 shoot the chutes
4 box swings for small children under shelter
4 sand bins for small children under shelter
4 large swings
1 horizontal bar
3 teeters
1 jump pit
1 basket ball ground and equipment
2 quoit grounds
Bean bags, skipping ropes, etc.

The expense of equipment was:

Bracket for lamps, wires, etc.	$27.55
Hauling	3.88
Keys for strong box	.30
Carpenter and laborer	70.73
Lumber	96.77
Incidentals	1.86
Rope, pails, dippers, etc.	12.57
Total	$213.66

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Trained in Newark Play Schools

Newark Boys Exhibiting for the Family

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There are many parts of an equipment which can be easily secured through donations. The Pittsburgh woman's clubs gave 1600 bean bags to the local playground association. Bathing facilities might almost be classed with gymnasium apparatus, as those who exercise actively require a bath afterwards for the sake of mere physical comfort. Many school buildings are already equipped with baths in the basement and these are generally used in connection with the playground work. If none exist, inexpensive and satisfactory showers, as has been said, can be rigged up by attaching a nozzle, like that of a sprinkler, to an overhead water pipe. One out of every sixteen of the children who frequent the Buffalo play centers use the baths.

ADMINISTRATION

As an experiment the Newark Board of Education left open to the public during the summer all its school yards which were without apparatus or supervised play activities. Hardly any children visited these yards, many not having a single child in them all day long. A successful playground cannot be run without skilled play leaders, and it is just as true in the yard as it is in the class room that wherever you have a weak teacher you will have a dull and diminishing group of children.

The New York Board of Education holds special examinations every winter to license candidates

for the various positions to be filled during the summer. In the selection of play instructors preference is given to those who have had previous experience, but novices are taken as assistants. Throughout the country there is usually no discrimination on account of sex, both men and women being needed on the staff. In Buffalo, where the playgrounds were at one time under the health department, there was at the outset of the work only one woman on the force. She divided her time and attention among the different playgrounds but the large attendance of girls ultimately necessitated more women supervisors.

In most cities it is customary for the directors or supervisors to hold weekly meetings to discuss future plans. Sometimes they are held in the mornings and vacation school classes are conducted in the yard for the purpose of teaching new games and discussing new methods of discipline and ways of controlling large crowds of children. The Pittsburgh Playground Association organizes a two-days' institute prior to the opening of the playgrounds and also holds weekly teachers' meetings throughout the summer. In Baltimore, applicants for positions in the summer playgrounds are required to enter the winter training classes which hold meetings one evening each week from January to May. Instruction is given in marching, team and gymnastic games, rhythmic dances, story telling, songs, and occupation work. Frequent addresses are also made by prominent

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PLAYGROUND DRILL IN NEW YORK

playground workers. In 1908 the course included a series of folk and rhythmic dances given by a representative from the Teachers' College of New York.

One season in New York there were two playgrounds which were so finely organized and conducted that they were held up as models, and principals who wished to improve their work gained many ideas by visiting them. Another year so many new teachers were appointed that the supervisor was obliged to hold a daily morning conference which he conducted like a playground, using the new men as pupils.

The children who enter the Montclair, New Jersey, playground are required before receiving the badge of membership to sign an agreement not to fight, swear, or smoke on the grounds, and to assist and obey the directors in every way. Discipline was helped out in a school in Rochester by the following mottoes which were painted on the fence surrounding the playground:

Self-control is help.
The fellow who needs watching is a slave.
Noise is no measure of brain.
Every fellow here has a right to a help.
The good name of Number 9 depends on you.
Better lose than cheat.
Try anyway.

A common method of enrolling children in some places is by taking their names and distributing playground buttons; newcomers are

then readily distinguished, and a child found without a button is asked to give his name. The other children also assist by telling of newcomers.

On the Passaic, New Jersey, playgrounds a novel method was employed to command attention and to insure general control. Two shots from a pistol brought all of the children on a dead run to the club house, where they lined up. The director then gave his orders and a single shot sent them flying away to obey them.

FORMS OF ORGANIZATION

In Auburn, New York, the various parent-teachers' associations connected with the public schools combined for the purpose of carrying on playground work. They appointed a committee which collected money from fraternities, labor organizations, mothers' clubs and individuals. It engaged a director and assistants, secured the use of public school yards (and several other spaces as well), equipped them with apparatus and maintained a successful work. This is a typical instance of school playground administration in its elemental form. The essential features are the initiation and support by a voluntary organization with the loan of the school grounds as the only element of official co-operation. Work of this type is common throughout the country. The body that organizes the movement may be a civic club, a patriotic or an improvement

society; whatever it is, it is generally composed of women.

In Madison, New Jersey, the Civic Association and the Thursday Morning Club formed a committee which employed a paid supervisor, got voluntary assistants, and conducted playgrounds in the school yards (as well as in a local athletic field). In this instance the work was partly supported by an appropriation from the common council. In Montclair, a similar undertaking was started and carried on by a chapter of the Daughters of the American Revolution, the board of education bearing half of the expense.

The Children's Playground Association of Baltimore, enters into a definite contract with the city to maintain a certain number of playgrounds for so many weeks and receives in compensation a fixed sum of money. It also receives contributions from private individuals, churches, schools, clubs, social settlements, and business firms. The school board gives the use of school yards, one room in each building for storage during the summer, and allows the association's training class to meet in two high schools and use their gymnasiums. The association pays for the janitor service.

The Pittsburgh Playground Association receives large appropriations from the Central Board of Education as well as the use of buildings and grounds. In Los Angeles, the playground work is conducted by a municipal commission which makes use of school yards in addition to

parks for its work. The apparatus is left upon the grounds throughout the school year and during that period the school department employs one of its teachers at each ground to be in charge after school hours and on Saturday afternoons. The shower baths and kindergarten rooms at some of the schools are also used. The city bears the burden of the expense for the play centers, though private contributions are also made.

In Syracuse, New York, the park commission has provided a site adjacent to one of the school yards, equipped it with apparatus, and furnished a man to organize ball games among the men and older boys. With the purpose of convincing the municipal officials of the value of more complete supervision, the Solvay Guild, a voluntary organization, has employed a woman supervisor and two women assistants to direct the play of the girls and younger boys, a plan which is now in the way of realization.

The Providence playground work carried on (in parks as well as school yards) by a committee of the Common Council of which the mayor is chairman is supported entirely by the city. In Indianapolis it is in the hands of a commission consisting of two members appointed by the school commissioners, two by the park commissioners, and a fifth appointed by the mayor.

The playgrounds of Boston are in charge of the head of the school department of hygiene,

part of the expense being borne by an appropriation from the park commission.

In New York the board of education playground organization is under the direction of a district superintendent, who is also assigned to vacation schools and evening recreation centers. The Newark school playgrounds are supervised by the director of physical training, while in Cleveland one of the regular day school principals is appointed as supervisor of the summer schools and playgrounds for the vacation season.

SCHOOL PLAYGROUND EXPENDITURES

During the season of 1909 it cost Pensacola, Florida, $306 to maintain four school playgrounds. Newark spent $14,657 to maintain seventeen, and in 1908 ninety-four play centers in New York City required the expenditure of $74,475.23. These figures illustrate the financial range of the school playground work of the country. It costs the taxpayers of New York City three cents to give a child one afternoon of play in its school yards.

The expensiveness of playground work in general is dependent upon the amount and kinds of apparatus and the number of employes and the amount of their salaries. In many cities, especially where the movement is new, volunteer workers can be obtained, the employment of whom makes the work less expensive but generally also less efficient.

The salaries paid in Providence, and by the New York Board of Education, are as follows:

PROVIDENCE PLAYGROUND SALARIES

Supervisor, services prior to, during and after the playground season	$400.00
Directors, third year	2.50 per day
" second year	2.25 " "
" new year	2.00 " "
Assistants	1.80 " "
Matron at America Street School in charge of baths	1.50 " "
Librarians and other assistants	1.00 " "
Janitors	1.00 " "

NEW YORK BOARD OF EDUCATION PLAYGROUND SALARIES

Supervisors	$6.00 per day
Principals	4.00 per session
Teachers	2.50 " "
Assistant teachers	1.75 " "
Teachers of swimming	2.00 " "
Librarians	1.75 " "
Pianists	1.75 " "

AUSPICES UNDER WHICH THEY START

In 1901 a committee of the Detroit Council of Women went to the aldermen for permission to conduct a playground on the site of an abandoned reservoir. The request was made by the committee in person, whereupon one of the aldermen exclaimed, "Vot you vimmins know 'bout boys' play—no." The other aldermen were of the same opinion and permission was refused. The

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WHAT THE SCHOOL BOARD OF DETROIT NOW PROVIDES

committee, however, who did know something about boys' play, obtained the use of a school yard and maintained a free supervised playground in it during that summer. The next year the school board was persuaded to put $1200 in its budget for playground work, but added to the item "By request of Women." Women are nobody's constituents and the item did not pass the board of estimate. Again the next year the same committee maintained the school playground out of funds supplied by friends. The following winter they obtained a petition with 14,000 signatures of men as well as women and presented it to the school board with the request for an appropriation. The board granted the appropriation and put it in their budget. Through a failure of a bank, however, they were obliged to retrench and the playground item was among the first to go, although it was restored after another entreaty on the part of the playground committee. A campaign of education was then waged in which the clergy, the women's clubs, the societies and the city press got together and aroused a public sentiment so strong that the board of estimate finally passed the item.

The Detroit playgrounds were not the first in this country, but they afford a typical example of the manner in which most centers have been started. To the women's organizations throughout the country more than to any other one agency the children owe the extensive use of school yards

for play purposes. In Pittsburgh, Harrisburg and many other Pennsylvania cities the women's civic clubs initiated the agitation for these centers. In Montclair it was a chapter of the Daughters of the American Revolution, in Buffalo a social settlement, in Lexington the Civic League of the Women's Club which began the playground work.

In Somerville, Massachusetts, the work was begun with the help of a leading corporation which supplied the director and some inexpensive apparatus. In Rochester the money which the pupils of one of the public schools had accumulated from annual fairs was used to maintain a playground in one of the school yards. The children, teachers and Child Study Circle of a Los Angeles public school by means of an entertainment raised the sum of $100 which was given to the playground department towards the equipment of a school yard.

The agitation for larger play opportunities for the children of the crowded districts of Philadelphia was begun at a meeting held during the winter of 1894 in the house of Mrs. J. P. Lundy, a prominent member of both the Civic Club and the City Parks Association. The following summer the latter organization opened one playground. The Civic Club became interested and by means of public meetings, petitions, and the securing of the endorsements of other associations, was able to prod the Board of Education to action. During July and August of 1895 four public school yards,

equipped with material and apparatus and in charge of trained kindergartners, were thrown open to the children. The undertaking was so successful that each year the number of these yards has been increased and the appropriations for the summer of 1910 provided for the maintenance of sixty-five playgrounds on school premises under the director of physical education. Thus the movement which was started in a private house and fostered by voluntary associations has become city-wide in its extent. The Philadelphia Playground Association at its first annual field day, June 20, 1908, had 5,600 boys and girls on one field at one time, playing games, drilling, running and jumping. In July, 1910, the Common Council ordained the formation of a permanent "Public Playgrounds Committee, to have charge of and manage" the various playgrounds and recreation centers of the city.

EFFECTS

"To provide a probation district with adequate play facilities is coincident with a reduction in delinquency of from twenty-eight to seventy per cent, or forty-four per cent as an average." This is the conclusion of Mr. Allan T. Burns after a systematic study of juvenile court records and the geographical distribution of delinquents with reference to the parks and playgrounds of Chicago. That the establishment of play centers causes a marked decrease in lawlessness among children

is the testimony of juvenile court officials throughout the country. A Kansas City judge reported that five months after the provision of a playground in his district the number of juvenile cases brought before him fell off seventy-five per cent. Judge Caldwell of Cincinnati says, "It has been our universal experience that in those districts where parks and playgrounds have been established there has been a decided, a remarkable decrease in the demands for the supervision of the juvenile court over the child-life of that particular neighborhood." Judge DeLacy of Washington also declares that he has observed less violation of law in the neighborhood of playgrounds, although he very properly credits the improvement to those that are "efficiently supervised."

Another obvious though incalculable effect of the provision of play opportunities, particularly in large cities, is a lessening of the loss of children's lives due to accident in the street or to their frequenting railroad tracks and dangerous swimming places. After the establishment of playgrounds and supervised swimming pools in Rochester the coroner noticed a decided falling off in the accidental deaths of children. His record for 1905 showed that only three were drowned in the canals and other waters about the city, while the average in other years had been fifteen or twenty.

The Americanizing influence of the playground has been very noticeable in cities which have a

large immigrant population. Nearly every Saturday afternoon, a few years ago, the West Side district of Chicago was the scene of rough and tumble fights between Italian and Slavic boys. Race rivalries and prejudices were commonly the cause of the trouble. A playground and recreation center was established. Now on any Saturday afternoon long lines of Italians and Slavs, as well as Hungarians, Scandinavians, Irish and Germans, may be seen at the door of the swimming pool, awaiting their turn in peace and amity. On one basket ball team a German; a Jew, a Pole and an Irishman are playing side by side—for the success of their team. In Buffalo, Italian and German basket ball teams are playing on Polish grounds where hitherto no such assemblage was possible without a fight.

"The spirit of my playground," said a New York principal, "was largely one of entertainment. I was the hostess, and the children the guests. Because of this, many were the courtesies of which I was the recipient. Newcomers were always presented, and permission for privileges was asked, not taken." The improvement in the demeanor of the young women who visit the evening roof playgrounds of this city has been very marked. They show less boisterousness and more regard for the rights of others. The folk dances bring into their lives an atmosphere of refinement which they do not find in their work in store or shop.

Such a premium is put on babies at the playgrounds that the older children show an unwonted desire to care for them. When the school yards of Cambridge were first opened in the summertime the attendance was so great that some of the large boys were turned away, the privileges being reserved for the very little ones and such older children as had charge of younger ones. In about an hour a third of the boys who had been denied entrance returned, each carrying a little chap on his arm, and plead to be allowed "to mind baby in the sand." The relief from the care of the toddlers and from the worry over the conduct of mischievous children through the provision of safe and attractive play centers affords the women of the laboring classes more time and energy for household tasks. Thus, by the improvement of meals and the appearance of the home, the enheartening of the wage-earner and his consequent increase of efficiency, are set in motion an endless succession of social benefits.

The playground movement has greatly influenced school methods by demonstrating that play is educational. Superintendent Brumbaugh of Philadelphia voices an opinion growing more general among school men now-a-days when he says: "In those schools that take the largest intelligent interest in play the discipline is improved and the progress of the pupils in their intellectual pursuits is increased." The practical

direction which this influence has taken in respect to the conduct of the day school is seen in the promotion of greater athletic and recreative activities during the recess period. In Buffalo, with the full co-operation of the school authorities, members of the regular playground force come to the school yards at recess time and organize ring games and other sports which heighten greatly the value of this period to both pupil and teacher.

Several years ago in Pensacola some of the teachers observed that the recess period was not yielding their pupils the proper results. The boys were quarrelsome and the girls constantly caviling. Both sexes were divided into cliques between which there were endless fracases. The yard restrictions were the source of continual friction and it required the whole corps of sixteen men and women stationed about the grounds to keep peace. Finally, two teachers determined to bring about a change. They started in by trying to induce the children to enter into games instead of continuing to stand around in groups gossiping. It took several years, however, and finally the assistance of a sympathetic Y. M. C. A. man, before the children could be persuaded to enter heartily into active sports and joyous play during the daily respites from class-room work. Now the whole school has been converted to the play idea and its recess games are undoubtedly the best in the country. Under their stimulating

influence a noticeable spirit of comradery has developed between the teachers and pupils.

Another way in which the playground agitation has influenced the school authorities is that it encourages a larger use of class rooms and yards during the unoccupied margin of the day and week of the regular term. The Newark schools offer opportunities to the girls to practice folk dancing after school hours two evenings a week throughout the year. An increasing number of the cities now have their school yards open all the year round after school and on Saturdays. In Washington the school playgrounds during the term are kept open from 3:00 p.m. until dark on school days and all day on Saturday. In Los Angeles six are kept open evenings and Saturdays throughout the year. In Rochester there is one school yard equipped with playground apparatus which with the approval of the local clergy is open all day Sunday; and the Board of Education is willing to open others as rapidly as the neighborhoods desire.

While all the beneficial effects of a park or vacant lot playground may also be claimed for the one in a school yard, in addition there are several considerations which make the latter playground especially needed, particularly during the vacation season. "When the schools close, the business of my court begins to pick up," said a western judge. During the Chicago investigation, referred to above, it was discovered

that so far as the prevention of juvenile delinquency was concerned, the efficiency of a playground did not extend much beyond the radius of one-quarter mile. Corroboration of this statement is made by a Boston statistician, who computes that the usage of municipal playgrounds and baths is practically limited to the radius of a six-minute walk. In view of these facts it is not strange that many cities are finding, as Buffalo has found, that the best results follow the location of a playground in the yard of or adjacent to a public school. Teachers point out that the children who have had the advantages of the yards during the vacation return to their studies in the fall much more alert and ready for work. Whereas it formerly took several months to get them to keep order, they now take up the school routine without friction or loss of time. These results are especially noticeable in the case of those boys and girls who have attended supervised playgrounds. Here the necessity of waiting one's turn, of having a referee settle disputes, of playing games according to a program, is so obviously related to everyone's enjoyment that discipline becomes popular and is supported most ardently sometimes by those who, in the class room, have been its most constant foes.

Besides the circumstance that the school is the natural and familiar center of the activities of a large number of children, the school yard has the added advantage, as a playground site, of shelter

and toilet rooms, shower baths, kindergarten facilities, and of places for the storage of supplies, as well as an office for the director afforded by the building. The school system also has at hand, as the foregoing accounts have demonstrated, the organization necessary for successfully carrying on playground activities.

The popular demand for playgrounds has become so insistent that many boards of education are now having to buy additional lots near the school houses at greatly increased expense. The authorities are beginning to exercise the foresight of not erecting buildings on sites which do not furnish sufficient space for ample play facilities. It is much cheaper to buy all the land that is needed when the school is first built than to do so after the real estate values in the neighborhood have been greatly increased by improvements. In the state of Washington a bill was recently introduced requiring that all new sites for school buildings provide, as a minimum, one hundred square feet of play space per child. Although it failed to pass, it is significant that such a bill was presented and that it had the support of the superintendent of public instruction. The Virginia State Board of Education has brought about such a strong sentiment in this respect that superintendents rarely approve any sites which do not afford suitable playgrounds.

The complete equipment and utilization of all school yards as playgrounds will not satisfy, ac-

cording to the most enlightened civic policy, the average city's obligations in the way of providing play facilities for its children. Nevertheless, their many advantages make them excellent openings for inserting the wedge of the playground movement, and no matter how thickly the municipality may afterwards strew its field houses and recreation centers, there will always be educational and hygienic reasons for having grounds for organized play close to the class room.

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Each of the three books last named contains an extensive bibliography where further references may be found. See also the annual reports of the playground associations and school superintendents of the cities named in the text.

VII

PUBLIC LECTURES AND ENTERTAINMENTS

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CHAPTER VII

PUBLIC LECTURES AND ENTERTAINMENTS

A GLOOMY edifice with deep black spaces for windows, walled in by a high fence and an impregnable gate, is the appearance too commonly presented by public schools after nightfall. But with a certain Cleveland building it was different. A broad walk led from the wide-open gate to an illuminated entrance, while from the large front windows came shafts of hospitable light.

Curious to know what was going on inside I fell in behind a knot of plainly clad people who were entering at the front door. In the lobby nobody sold or demanded tickets, but a workingman in front of me held a card on which was printed, "To Parents. You are invited . . ." His manner was hesitant and uneasy, but, as he entered the attractive assembly room and the luxury of its niched statues and tropical plants reached his senses, I saw him straighten up and his honest face assumed the look of a strange new proprietorship. This noble building and its contents were his own. He was not an outsider here. His credentials were in his hand. He quickly jammed them into his pocket, how-

ever, when a boy stepped forward with "Come this way, father. I'll show you a seat." Then his face beamed.

The people who sat near me nodded constantly to friends in the vicinity. A few very small children were evidently with their parents. Now and then one of the class of white-gowned girls who occupied seats together near the platform, would come down the aisle and whisper to a matronly woman, who would perhaps covertly hand her a handkerchief or shake her head for a decisive "No!" Presently one of the ladies on the platform rose and stood by the speaker's desk. A hush came over the audience. "She's the president of our club," a woman whispered. The presiding officer expressed her pleasure at the large number who had come and hoped that they would tell their friends of the succeeding entertainments. One week from that night they were to hear a lecture on the "Spirit of Our National Holidays," illustrated by stereopticon views, by Mrs. Elroy M. Avery, who would appear before them under the auspices of the Western Reserve Chapter of the Daughters of the American Revolution. Before listening to the speaker of the evening, they were to have music by pupils of the eighth grade.

The white-gowned class then filed upon the platform and sang a lullaby with such success that they were obliged to respond to an encore.

Then a boy's chorus contributed an enjoyable song, and the musical part of the program was completed. The presiding officer announced that it was the extraordinary good fortune of the audience to have with them that evening a clergyman who . . . . Immediately I spotted him on the platform. What, a Protestant! There was no mistaking his cloth. I looked around the audience, which was denominationally mixed in a way only possible in a city with a large immigrant population. Did such use of public buildings "go" in Cleveland? The title of his address was "Give the Boy Another Chance." My fears began to recede and before he had finished his plea the audience gave a demonstration of the fact that such things did "go" with them.

The audience took a long time to disperse. The little groups into which it first broke had a great deal to talk and laugh about. Then they dissolved and formed other combinations which likewise laughed and talked. Here and there were teachers, to whom a succession of pupils were bringing their fathers and mothers. Up in front the clergyman who had spoken was receiving the patronesses and their husbands. Reluctantly the people gave way to the janitor waiting to close up.

These lectures and entertainments in public school buildings have become a regular part of Cleveland's evening amusement program for the winter. The Daughters of the American Revolution

provide a score or so of programs in as many different schools, supplemented by patriotic music by seventh and eighth grade pupils. The Fortnightly Musical Club gives a dozen concerts, and the Rubinstein semi-chorus appears in recitals. The normal school and high school glee clubs contribute music, and public spirited citizens who have traveled deliver illustrated lectures on what they have seen in their journeys. The Anti-Tuberculosis League furnishes illustrated talks.

An interesting part of the Cleveland program is made up of plain talks to the parents by distinguished citizens. The school principals tell how the parent and teacher can co-operate; the business man speaks upon "The Boy in Business and Some Things He Must Know"; clergymen tell "How Boys Become Men," or discuss the question "Does a Child Need Discipline or Sympathy?"; representatives of the Good Government clubs speak on "The Child and the Citizen." The librarian explains how the library can benefit the child; a local judge shows how habit makes the boy; a prominent banker speaks on the practice of saving, and a well-known physician addresses the parents upon the need of wholesome pleasures for children. The Western Reserve University professors give extension lectures upon such topics as "The Great English Novelists," "The Industrial Corporation" or "Trade Unionism and the Labor Problem." In short, the annual program draws upon all the intellectual, artistic and civic

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PROFESSIONAL ADVICE ON CARE OF TEETH AFFORDED CLEVELAND TAXPAYERS IN A FREE SCHOOL HOUSE LECTURE

resources of the city. During a recent winter, one hundred of these free lectures and entertainments were given to Cleveland audiences, aggregating over 30,000 persons, without one cent of cost beyond the expense of heating and lighting the school auditoriums, printing, running stereopticons, and some minor expenses of service.

This work is carried on by the Committee on Lectures and Social Center Development of the Board of Education, of which committee Mrs. Sarah E. Hyre is the chairman. Before her marriage Mrs. Hyre was a teacher, and since then she has had two sons in the Cleveland schools. Her interest in educational matters, developed through professional experience and stimulated by parental responsibility, led to her election as a member of the Board of Education. She was also a member of the Daughters of the American Revolution, and it occurred to her that the education in patriotism that her society wished to advance could be promoted by means of entertainments furnished by the society and held in school buildings. At that time the Cleveland Board of Education had not enacted any rules covering the observance of holidays in the schools or defined the uses which could be made of the school buildings. Therefore in March, 1905, a committee of the board, of which Mrs. Hyre was chairman, prepared a set of regulations covering these two points, which were adopted by

the board. They contained the following paragraph:

> USE OF BUILDINGS. The use of school buildings for all educational purposes, other than the usual school routine, shall be at the discretion of the Superintendent of Instruction and the Director of Schools, providing that no more than two paid entertainments be given in any one school district during the year, and provided further that there should be no house to house solicitation for the sale of tickets for such entertainments. In all other cases the Board of Education shall give special permission for the use of the school building.

Mrs. Hyre begins in April to make her plans for the following season. On the opening of school in September, each principal is asked to reserve certain dates for the winter lectures. As these dates draw near, the principals arrange for the musical numbers, if children are to sing, send out cards of invitation to parents, and choose the presiding officers. The chairman of each entertainment is a patron of the district, and in some wards the members of the mothers' club connected with the school act as hostesses. In certain districts the work has met with such hearty support that the local organizations are not only providing a director to attend to the arrangements, but contribute the program as well.

The painstaking oversight exercised by Mrs. Hyre is exemplified by her custom, as the date for a lecture approaches, of telephoning both the speaker and the principal, and of thus making sure that the engagement has not been forgotten

or the janitor left unadvised about the heat and light. Having no funds with which to hire speakers with well-attested drawing power, she has skilfully selected topics of such interest as "What is a Man Worth?" "The Habit of Being on Time," and "Crossing the Bridge with our Children." She did not hit casually upon this policy, but it is the outcome of her valuable experience. In the early stages of the work a couple of dry lectures on "Iron Ore" and "How to Tell Time from the Sun" had temporarily almost disastrous effects upon the popularity of the lectures in the locality where they were given. After that Mrs. Hyre placed her dependence mainly upon subjects taken from everyday life, matters that touch the family, the school or the purse. Such topics interest people, even if they are not presented by orators of conspicuous ability.

The Cleveland public lectures committee has steadily refused the use of school buildings to those desiring to discuss socialistic or other partisan policies. This strict regard for deeply-settled opinions has been a strong element in the permanence of the support given to the work by the community.

After one of the illustrated talks on "How We May Aid the Fight Against Tuberculosis," the committee received forty letters from the pupils of one school telling of the sanitary benefits in their homes which had followed as a result of the lecture. This is an illustration of the enlighten-

ment upon matters related to the physical and civic health of the city resulting from this work. It is now attracting so much attention that Mrs. Hyre is receiving many requests for information, and invitations to tell about it upon the lecture platform. Recently the methods of the work were investigated by a committee from the Chicago Board of Education, and their report ended with a strong recommendation that Chicago introduce a similar system of lectures.

The Cleveland system has been described not because it is typical of the public lecture work of the country,—since it is a unique system,—but because it well illustrates the various ways in which this method of employing idle school buildings benefits the public; at the same time it serves as an example of educational enterprise that might easily be copied by any American community.

FORMS OF THE LECTURE AND ENTERTAINMENT ORGANIZATIONS WHICH USE SCHOOL BUILDINGS

"On Monday, February 8, at 7.30 p.m., at the High School, Dr. ——— of the Normal School, will begin a series of Lecture Classes on 'The Work of the School in Society.' . . . This course is intended especially for the teachers."

This announcement appeared not long ago on the school bulletin boards of a certain middle-west city. It discloses the school lecture movement in its embryonic form. To improve the

work of the teaching force was the motive which gave rise to it, and the first school superintendents who called in pedagogical experts and college professors after school to instruct and inspire the teachers are responsible for its beginning. While the lectures announced above represent an early type, the school work of the city where they are given is not to be regarded as primitive in character. This is only one of the many courses and entertainments annually offered in the school buildings of that city. These pedagogical lectures still survive in school systems because they serve a useful purpose. The lecturer is usually paid a fee and the expense is borne by the school board. The public is not denied admission, but the technical character of the addresses ordinarily keeps it away.

More modern in origin, but not less loosely organized, is that scheme of miscellaneous lectures and entertainments which are given occasionally in school buildings under various auspices. A pupils' chorus sings "The Creation" and devotes the proceeds to the purchase of pictures and casts to adorn school walls. The French class of the high school presents "*Le Bourgeois Gentilhomme*," and bestows its door-receipts on the school paper. Some traveling quartettes, a company of glee singers, a cartoonist, a humorist and several professional lecturers are engaged to appear in a winter entertainment course in the high school, and the expenses are met by selling tickets. A

group of public spirited citizens joins with the school superintendent to promote a series of first-class musical concerts for which an admission fee of ten cents is charged. Sometimes the school board allows clubs to give lectures in the assembly hall on the understanding that they admit the public generally. To meet expenses they are allowed to take up a "silver offering."

This same scheme includes free lectures. There is the noon address in the central high school by the famous juvenile court judge who has been persuaded by the women's civic club to stop on his way through the city. An authority on playground work lectures before the local playground association and such of the citizens as have the leisure at four o'clock to journey to the high school, on "The Playground as a Social Factor in the Community." At the conclusion of the lecture, questions are asked as to the ways in which people can be actively interested and the city council be induced to make appropriations. The Federation of Women's Clubs supports entertainments on Sunday afternoons in school buildings for the purpose of attracting people from the cheap theatres and nickelodeons.

In Lawrence, Massachusetts, there is a teachers' association under the auspices of which a course of lectures is given every winter in one of the school auditoriums. Their programs include not only such professional topics as "Some Ideals for the Teacher," but those of more general interest,

as an "Interpretative Recital of 'Othello.'" To these lectures the public is invited as well as the teachers, and in that way the association accomplishes its purpose "to develop a more general acquaintanceship . . . between the teachers and members of the community."

Most of the organizations of this sort employ lecturers of reputation, and the expense is met by assessments made upon the members. In other cities, as in Lawrence, the superintendent of schools is generally the president of the association, which fact frequently gives the organization a semi-official character. The lectures provided for under these auspices are on a more permanent basis than those that depend upon the initiative of the school superintendent alone, and upon the contingency, perhaps, of surplus school funds; and when chosen by an association their range of subjects usually extends beyond the bounds of pedagogy. This establishes them upon a broader foundation of human needs and interests.

Coming now to a slightly more substantial form of lecture administration, an instance is presented in the work of the Grand Rapids Library Commission. Certain of its branch libraries are located in school buildings where courses of free evening lectures are given during the winter under the direction of the library officials. The topics are selected with a view to the civic needs, and the attendance frequently

exceeds the seating capacity of the halls. "How the City Spends Your Money" was the title of a series of unusually instructive lectures given by municipal officials.

The Philadelphia Home and School League arranges courses by prominent scientists and professional people upon subjects pertaining to community welfare, held in connection with the public meetings of the teacher-parent societies in the various school houses. The Boston Home and School Association has established a bureau which assists its branch associations in arranging free lecture courses. Both of these are voluntary organizations, and they receive no aid from the school authorities beyond the use of the school buildings, heat and light. The lecturers usually give their services and the addresses are frequently supplemented by music furnished by the pupils. For certain of its lecture courses the St. Paul Institute of Arts and Sciences uses one of the high school halls. The use of the building is given by the school board, and the expenses of the lectures are met by membership fees and the sale of tickets to non-members. With organizations of this class, the lecture work is on a more permanent basis, but it is still either an incidental activity or one of a group of activities receiving approximately equal attention and support.

Of the public lecture systems maintained by boards of education, the form administered by

a committee of the board has already been presented in the description of the Cleveland work. Other forms may be touched upon. In Rochester lectures and entertainments constitute part of the social center work (see Chapter IX), the supervision of which together with that of playgrounds and vacation schools falls to one man. The school lectures of Cincinnati were one year under the charge of the supervisor of physical training. In Newark they are directed by the Supervisor of Evening Schools and Lectures. In 1901, when the Boston School Board established its lecture system on a firm footing, it asked one of its prominent school supervisors to assume charge. He was assisted by a local director at each center who saw to the advertising in his section of the city, arranged for the preservation of order, and otherwise looked after the comfort of the audience. Each of these directors had had a successful experience in school administration and was well known in the neighborhood he served.

The New York school lectures are administered by a department which is co-ordinate with that of the city superintendent and reports directly to the Board of Education. Its head has a permanent staff of assistants and a corps of superintendents and stereopticon operators as thoroughly trained and organized as the employes of a modern business corporation.

THE NEW YORK LECTURES

A visitor to one of the evening lecture centers sees first two flaring gas lamps illuminating a bulletin board and a pair of quick-yielding doors; then he passes into a lobby, or perhaps up a flight or two of clean stairs, animate with a procession of babbling people, and enters a sloping, amphitheatre-like auditorium or else a level, desk-filled assembly room where a man is busy with rubber tubes, copper tanks, and a machine on a tripod which contains two eyes, one over the other, that look straight at a square, white expanse stretched wall-like on the platform in front. Or perhaps, instead of this bleached surface, he sees some tables laden with test-tubes, retorts, and wicked yellow bottles, and nearby a young man crushing gritty stuff in a mortar; or maybe a background of charts shining with muscle, nerves and viscera, setting off an amiable skeleton swinging idly from a nail, and a boy with bandaged leg and head lying supine on a table amongst "red cross" lint and aseptic cotton. Or in the place of this hospital and laboratory paraphernalia he may confront an open piano with sheet-music anticipatively placed. But always he finds a hushed audience, devoid of children, awaiting the terse introduction of the speaker of the evening by the official-like personage in charge. These are some of the things witnessed between 7:30 and 8:15 on a winter's

COMMUNITY KEEPING UP WITH SCIENCE, NEW YORK

INSTRUCTION EVERYBODY NEEDS

CALIFORNIA

evening at the school lecture centers in New York. A moment after the latter hour, the doors will be locked and the door-tender beyond the reach of entreaties.

Only 119 out of the 610 buildings controlled by the Board of Education are used as lecture centers, but in some fifty other buildings, chiefly club halls and churches, addresses are given under their auspices. A staff of over 600 lecturers, from every walk in life, are employed in this work. Besides a large company of professors and instructors representing fourteen colleges and universities, there are experts in city-planning, housing, and playgrounds, authorities on explosives, street-cleaning, and municipal water supply, art students who have traveled in Italy and Greece, educators loaded with fresh spoils from the British Museum, distinguished scientists, eminent jurists, influential politicians, public spirited physicians and prominent citizens of all classes.

As for the things they talk about, here is a list of titles chosen from the program of 1908–9: "Municipal Cleaning and Its Relation to Public Health," "Housing in Europe," "Goethe: Man the Mirror of the World," "Walt Whitman and the Hope of Democracy," "Mohammedanism and the Crusades," "Uncle Sam's Own Story of the Declaration of Independence," "The City Beautiful, or the Planning and Embellishment of Cities," "How Shall a Girl Earn a Living?" "The Man That Is Down and Out," "The Songs

and Basketry of the North American Indians," "Applications of Electric Signals," "The Life Story of the Honey Bee," "The Treatment of Shock, Bleeding, Burns, Exposure to Cold and Frostbite," "Life in a Coal Breaker," "Real Cowboy Life in the Far West," "Street Life in Paris," and "A Trip to Central Africa." Altogether there were 1575 different topics, covering the whole field of human interests, upon which the audiences were instructed and entertained.

In one particular center, weekly lectures on science were given for seven years, thus affording a relatively complete equivalent of a college education in that department of knowledge. A recent annual program contained one hundred courses, running from twenty-eight to three lectures each, many presented by the same person, and all of them related in subject and systematically developed. Professor Shotwell gave twenty-eight lectures on "Epochs of History," and twenty-seven of the persons who attended throughout the course passed an examination and received certificates of credit approved by Columbia University and the supervisor of lectures. Certificates for attendance and proficiency in examination were also awarded at the close of twenty-eight lectures on "Economics" given by Professor Clark of Columbia University and Dr. Guthrie of The College of the City of New York. Audiences aggregating 27,460 persons attended the five-lecture courses on "First Aid to the Injured,"

which were held in thirty-eight different centers and required the services of twelve physician lecturers. The final examinations were passed by 986 persons. The remaining ninety-seven courses were not followed by closing tests, but in many cases printed syllabi were distributed among the audience, and it was the practice of the lecturers to answer questions and suggest sources of information at the close of each meeting. Thus it is seen that the New York lectures are not a mere miscellany of serious addresses and frivolous entertainments, but constitute a definitely planned system of adult education.

That instruction for the voter is not forgotten is shown by the important share of the program which is given to the discussion of civic problems. Thirteen addresses on municipal topics such as "Docks and Ferries," "The Public Service Commission," "The New York Tax Department," and "Our New Water Supply," were given a year ago at different centers by prominent city officials. Another popular course of six lectures dealt with the various phases of Congestion of Population. The expert social workers and officials who gave this course, treated not only such sinister subjects as the "Factories, Tenements and the Sweating System" but also the constructive, remedial forces existing, in "City Planning" and "Parks and Playgrounds." Dr. Henry M. Leipziger, the head of the New York public lectures for "working men and working

women," as they were first entitled, believes that "the great questions confronting our citizens are in the last analysis educational," and through the provision of such courses as these he demonstrates his faith "that politics treated as education will become freed from partisanship."

The home study of the subjects discussed was stimulated by displaying along with the lecture bulletins the location of the most convenient branch of the public library, where books were especially set apart for supplementary reading. A librarian wrote: "At one course on 'The Far East' books recommended for reading were placed conspicuously with the result that twenty-eight books were each consulted thirty-three times." All of the science lectures were accompanied by demonstrations with apparatus, and most of the travel lectures and those on special subjects were illustrated with stereopticon views, and in a few instances with motion pictures. At some, costumes and exhibits were shown.

If the Board of Education lectures given during one year in the five metropolitan boroughs were all offered on one evening, it would require approximately the total adult population of a city the size of Chicago to provide the customary audiences. To be more precise, the aggregate attendance at these lectures during the 1908–09 season amounted to 1,213,116 persons. And what a cosmopolitan multitude they were! Croatian, Greek, Russian, Hebrew, Sicilian,

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SHAKESPEARE FOR THE PEOPLE IN BROOKLYN

YIDDISH AUDIENCE IN A NEW YORK SCHOOL

as the "Folk Songs of Scandinavia," will bring together a large number of Norwegians and Swedes.

"To spur the thoughtful, to stimulate the student, to awaken a desire for reading," has been the fundamental motive in this system of free adult instruction which Dr. Leipziger during the past twenty years has built up under the Board of Education. The skill and success with which this didactic purpose has been worked out, is shown both by the fifty-fold increase in the attendance during the two decades of their existence and by the large number of appreciative letters annually received from the participants in the lecture benefits. Here are a few excerpts:

"Dr. Osler's theory doesn't worry me. I work hard all day at manual work, but in the evening I feel like a child attending school with regard to these grand, instructive lectures."

"My husband and I take it turn about staying with the children, so the other can attend the lectures. It is our only diversion."

"I have found these lectures (on metallurgy) extremely interesting as well as of particular service to me on account of my being in the iron business."

"I am an old bachelor and live in a furnished room; I have no place to spend my evenings except in the saloons, and I suppose I have saved $100 by attending these lectures, for which I am very thankful to the Board of Education."

COST OF LECTURES

At the present time the average cost of each of the board of education lectures to the New York taxpayers is only $26.05. This amount includes not only the lecturer's fee but the expense connected with the use of stereopticons, the scientific material used, printing and administration. When the cost is computed on the basis of attendance, it amounts to only twelve cents per lecture for each person. A uniform fee of ten dollars is paid for each lecture, and in spite of the nominal character of this fee some of the most distinguished speakers in the country have appeared upon its platforms.

Newark, New Jersey, also has a paid lecture system in which, during the year ending June 30, 1909, 273 lectures were given at a cost of $23.65 per lecture. In Jersey City during the winter of 1908–09, ninety-eight lectures were given at a cost of $19.69 each. Milwaukee conducted a winter course of seventy-four lectures in its school buildings at a cost of $33.76 each. The inexpensiveness of the Cleveland lectures has been indicated in an earlier part of this chapter.

CHILDREN AND THE LECTURES

School children are not admitted to the public lectures in the school buildings of New York, Milwaukee and several other cities. They are kept out on account of their tendency to giggle, whisper and manifest a general restlessness that

interferes with the enjoyment of the auditors and the efforts of the speaker. On the other hand, the older children attend the Cleveland entertainments, and no disorder of consequence has resulted. Newark also admits the advanced pupils of the grammar schools. It is pointed out that many subjects are interesting to children of this age and that a regard for the future of the lecture system requires the training of young people in the "lecture habit." With this in view many superintendents advocate special school lectures which will interest the older boys and girls. It is suggested that a children's course of illustrated talks, correlated possibly with some of the classroom work, could very profitably be given in various school centers after school hours, to which only the pupils of certain grades would be admitted. Such a course might involve the payment of a fee to the lecturer, but being so directly related to school work there should be no difficulty in getting the board of education to bear this expense.

An excellent series of talks for school children has been prepared under the auspices of the Moral Education Board of Baltimore (903 Calvert Building). They are on such topics as "The Ethics of Sport," "Who is the Gentleman," "The True Sportsman," "What I'm Going to do When I'm Grown Up," and "What Men Think About Boys' Fights." They are all illustrated by lantern slides made from photographs of

real scenes in American and English games and sports. Extreme care has been used in the selection of situations that have moral significance and tend to produce positive effects in the minds of children, and while the pictures are being thrown upon the screen carefully worded remarks upon what is fine and right in conduct are made by the speaker. These picture talks have been prepared in such a form that they can be delivered by any intelligent person. The Board sends its expert to give a demonstration lecture and after that the addresses are easily managed by a principal or teacher. The rental of the furnished talks and slides involves a nominal expense, but their power to interest is so great that they have already been successfully used in New York, Newark and many other cities, while the Board has received written endorsements from over one hundred eminent educators and publicists, all heartily approving its "illustrated lessons in morals."

SOURCES OF SPEAKERS AND TOPICS

There are a large number of organizations devoted to public welfare which either have associated with them, or know of, persons who may be secured to give addresses upon the subjects with which they are dealing. In this way they find an opportunity to publish the results of their investigations, awaken public sentiment and propagate the ideas for which they stand. Through

correspondence with these organizations speakers of national reputation can frequently be obtained at the cost of their traveling expenses only.

The National Child Labor Committee cheerfully co-operates with school public lecture courses in presenting various phases of its work. It has a staff of lecturers who regularly respond to invitations, without charge to affiliated organizations and for a reasonable honorarium in the case of outside societies. The School of Philanthropy of New York has an extension service, and arranges with members of its staff for single lectures or courses of lectures upon social, philanthropic and charitable topics. One important course it gives is upon "The Care of Children." The usual charge for this service is $20 and traveling expenses for each lecture. The new co-operative agency for civic advance known as "Boston–1915" (6 Beacon Street, Boston), has established a speakers' bureau and is enlisting business and professional men to serve the movement by explaining its details to audiences interested in such work. While this bureau is chiefly concerned with requests from Boston and its metropolitan district, any call for a speaker to go to a greater distance will be welcomed, and if possible, some one will be sent.

The United States Department of Agriculture also furnishes speakers on certain occasions. Concerning this work the Secretary of Agriculture has written: "The Department maintains in its Office

of Experiment Stations an Agricultural Education Service in which the time of several specialists is devoted to the study of educational problems, particularly those concerned with the introduction of instruction in nature study, school gardening, and elementary agriculture into the public schools, and this service, as well as some of the other Bureaus of the Department, frequently furnishes speakers at large educational gatherings where leading educators are assembled and there is likely to be opportunity to exert a wide influence on educational policy."

In most states there are certain institutions and organizations from which speakers may be secured. Such are the experimental stations attached to the agricultural colleges, the state department of public instruction, the home economics department of the state university and the similar departments of agricultural colleges, and the various state conferences of charity.

The success of an application for a lecturer depends largely upon the importance of the occasion and the opportunity it offers for promoting the interests of his organization. To invest the occasion with the proper "importance" the enterprising director will enlist the assistance of the local organization that is identified with the same cause as the speaker. If he is baiting his hook for a celebrated champion of the playground movement, he will get the local playground association to extend the invitation and afterwards in-

duce the members to act as patrons of the meeting. The association will then help with the audience. The people will hear a distinguished speaker, the playground movement will be advanced, and the school lecture work will score a success.

In applying to outside organizations for speakers it is important to give full information in regard to the size and character of the audience expected, hours and dates preferred, general topics and type of lecture (technical, popular, or illustrated) desired and the maximum expense which may be incurred. When the lecturers are not paid a fee the chief reliance will have to be placed usually upon those people who have interesting subjects to talk about even though they are not finished speakers. In every community there is a large class of such persons from whom addresses, at once profitable and enjoyable, can be obtained without charge. The local historical society often has some member who can talk entertainingly on the early history of the community. Almost every town has a natural history society among the members of which there is some geologist who can describe, and frequently illustrate with lantern slides, the formations of the earth's crust in that locality. Social settlement workers may be found who will give addresses upon pertinent local social problems. Often the public librarian will be glad to avail himself of the school-house platform to tell the community about the resources of his library. Many medical associations contain pub-

lic spirited members upon whom the community can draw for instructive addresses on such topics as the way in which the city's health can be conserved.

The following is a partial list of organizations, or classes of persons from whom lectures can be frequently obtained without cost, together with suggestions as to topics and titles:

CITY SUPERINTENDENT OF SCHOOLS
- How the Board of Education Spends Your Money
- The Cash Value of a High School Training

DENTAL SOCIETY
- How to Care for the Teeth

MANUFACTURER OF PROMINENCE
- The Habit of Being on Time
- Why We Have a Time Register in Our Office
- Morals and the Factory

MEDICAL ASSOCIATION
- The Fight Against Tuberculosis
- The Prevention of Communicable Diseases

A more complete list will be found in Appendix A.

Whether the lecturers are employed or give their services, whether they come from a distance or are selected from the community, a school lecture system will fail of its highest usefulness unless it satisfies real needs and is conducted in such a way as to secure the people's earnest co-operation. On this subject Dr. Leipziger says:

"Participation by the people in the work of the public lectures is desired, for thought and reading must be encouraged. It is not only our duty to provide instruction in art, literature and science alone, but it is in a larger sense our province to train the people in the knowledge of the very problems which they as voters are called upon to decide. It is our test that eventually, through the medium of the public lectures, each school house and lecture hall shall become a genuine people's forum."

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VIII

EVENING RECREATION CENTERS

CHAPTER VIII

EVENING RECREATION CENTERS

ACROSS the deserted spaces of Tompkins Square Park a January storm was sweeping. The benches were empty; the iron play apparatus stood stark and useless within its enclosure while, farther on, the chutes, swings and sandheaps furnished sport only to the chilling night winds. A few persons, tight-buttoned and shivering, were moving rapidly along the asphalt walks. One passer-by, however, struck by the sharp contrast between this scene and the one which had greeted his eyes during a former visit to New York in the month of July, stopped and looked about.

Then the benches had been filled with tired men smoking their evening pipes and women watching their babies in nearby go-carts, while in the less illuminated spots young couples were engaged in conversation. On the playgrounds noisy, happy children were climbing and swinging, or digging in the sand. The grass-plots were occupied by groups of tiny toddlers attended by older sisters and, here and there, an exhausted laborer lay stretched out on a newspaper fast asleep. It had seemed on that warm night as if the bursting

tenements which hemmed in the park had overflowed, depositing their cramped and perspiring inmates upon its hospitable sward.

As now the traveler started down East Ninth Street he wondered how that surplus humanity was stowing itself when the summer annex to its living abode was no longer habitable. The tenements were no larger and their occupants no fewer than they had been in July. Where could the boys and girls of these homes find space for recreation on a winter's evening? This question, made all the more insistent by the sight of narrow buildings, small windows, ugly fire-escapes and garbage receptacles—placed in front because there was no driveway to the wretched court in the rear—was still pressing for an answer when his attention was attracted by a five-storied edifice of brick and stone whose dignified architecture contrasted strangely with the surrounding squalor. The two end wings of the building came out to the sidewalk and were connected by a high brick wall that was surmounted by an ornamental stone coping. In the middle of this wall was a wide gateway approached by several steps leading up from the sidewalk, through which could be seen a small courtyard and the central part of the building. The ground floor and the one above it were brilliantly lighted. Some boys came running up the steps and passed on towards the main entrance. The building was plainly a school house, but these lads did not have the appearance of evening pupils

and so, driven by curiosity, the passing stranger followed them inside.

The entrance room, pleasantly warmed by steam radiators, appeared to be as wide as the building, but though entirely devoid of furniture the effect of its natural spaciousness was lessened by heavy pillars which supported the upper stories and broke up the vast concrete floor into more or less distinct sections every one of which was now occupied by an animated group of boys. Immediately in front a number of youths standing in a circle were passing a ball as large as a pumpkin, back and forth, while a lad in the center attempted to intercept it. Just beyond, a preoccupied group were engaged in a game of shuffleboard. Over on the right a dozen boys took turns at tossing rings of rope, each aiming to pitch his quoit over the point of a stake which hung in a frame at the middle so that it oscillated back and forth. Nearby was a quartette of youngsters with toy racquets playing ping-pong around a long table.

A room on the right was equipped as a gymnasium. At one end two lines of eager little fellows stood waiting their turns to participate in the lively potato race then in progress. To give the event novelty the clean, well set-up young man in jersey and "gym" trousers who was conducting it, had each pair of starters lie face up on a mat at the head of the lane through which they were to run. When he cried "Go!" they sprang to their

feet and darted for the potatoes with the greatest agility. The contestant who first finished gathering his vegetables into the waste-basket set at the starting-place made a score for his side which was chalked on the floor amidst the lusty cheers of his co-players. Across the room was a line of older boys following their leader in a series of "stunts" on the horizontal bar while at the farther end others amused themselves vaulting over a buck or swinging on the flying rings. "At seven-thirty, when the boys first come in," explained the teacher, "they are allowed a few minutes of free play. Then we put them through a stiff setting-up drill. All-round development is our aim."

The visitor was next conducted through the main hall to a more brilliantly lighted room in the rear which was comfortably filled with groups of boys sitting round small stands and tables. Some were playing checkers while others were deep in the intricacies of chess; parchesi, authors, geographical and historical card games were also in use, and so intent were most of the players that few noticed the presence of spectators. This was called the "quiet-games room." In the farther end was a long table at which sat a number of youths poring over magazines and newspapers. Nearby a businesslike young man was recording and giving out books to some eager lads standing in a line which was being constantly replenished by those who had made their selections from the shelves. One carried off "Robinson Crusoe"

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COMPETING AGAINST STREET LOAFING IN A NEW YORK CENTER

QUIET CORNER IN A GIRLS' CENTER

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while the next received "The Boys of '76." "Treasure Island" was obtained by a third, and a youth of more serious mien asked for a book that would help him prepare for the Civil Service examinations. The books formed one of the traveling libraries which belong to the New York Public Library and were changed at regular intervals.

The left wing of the building contained an immense room similar in appearance to its counterpart but entirely without apparatus or mats. Except for ten active fellows in jerseys, short pants and rubber-soled shoes, and a man with a whistle, its floor was clear of persons up to the fringe of spectators, one or two rows deep, that lined its edges. High up on the end walls were the familiar iron hoops and twine nets which constitute the narrow goals of basket ball. At that moment the rush of the players was halted by the shrill whistle of the referee and a curly-headed youth was given the ball to make a "try" for the goal because of a "foul" committed by the other team. The ball struck the hoop, circled around it and finally dropped through the trailing net. Thereupon the crowd in the opposite corner emitted a deafening outburst of cries, cat-calls and applause. "Those are the Wingate rooters," remarked the principal. "That point ties the score."

"And who might the Wingates be?" asked the visitor.

"One of our clubs. Their team is defending this goal while those representing the Saranac

Athletic Club have the other. You see all the fellows who come here are asked to join a club. We have now twenty-two of them. After these fellows get through, the Young America and the Roosevelt clubs will have a chance to play and meanwhile the Cosmos and the Levity clubs are having their turn in the gymnasium. By organizing the boys into societies we are able to arrange a schedule whereby everybody has an opportunity to enjoy systematically all of the privileges. My staff consists of two gymnasts, one game-room teacher, and one club director. There are 475 boys and young men in the building this evening and the benefits they receive cost the taxpayers about four cents apiece."

After ascending a flight of stairs visitor and guide passed down a long corridor and presently found themselves in an ordinary class room. The teacher's place was occupied by a young man with a gavel, while at his side sat the secretary writing in a blank book. Scattered about the room behind desks were a score of alert youths listening to the report of the arrangement committee concerning an "open meeting" of the society soon to be held. A card in the hands of one of the boys was labeled "Membership Card" and bore the owner's name, the number of the "evening recreation center," a column for each of the nine months from October to June in which to note attendance, and these words: "Dreadnaught Literary and Athletic Society." On the back, above the names

of the principal and the club director, appeared the following legend: "*Remember*—that the success of your club depends upon your regular and prompt attendance. *That* membership entitles you to the *Basket Ball* and *Athletic Privileges.*"

Several other class rooms held similar clubs. Some were composed largely of one race, others included Italians, Hebrews, Hungarians and Poles as well as Irish and Yankees, all working harmoniously together. Their occupations were as varied as their features. Errand boys, factory hands, store clerks, stenographers and high school students mingled with "toughs," just plain boys, and Sunday school scholars. The members of the Whittier Society were hearing one of their number recite Lincoln's Gettysburg address, while the director of the Lowell Club was giving a lecture on the plays of Shakespeare. Across the hall the Princeton Pleasure Club, an athletic organization, was consistently realizing its nominal purpose in a vociferous and exciting election of officers. In the Hamilton Forum a debate upon the resolution "that immigration be further restricted" was in progress. The affirmative was being upheld by Messrs. Perkovitz and Gruenbaum, and their speeches showed a delightful unconsciousness of the possible effect upon their own fortunes which would have resulted from an earlier enactment of the proposals they were now urging with such noisy "patriotism."

Each club met in this way once a week from

7.30 to 9.45, and on the other evenings (except Sundays) the members were at liberty to come for games and gymnastic exercises. While the greater number of the clubs had been formed at the outset for athletic purposes, nearly all had gradually developed into literary and debating societies and a few were so energetic that they had obtained the use of class rooms for a meeting place during the summer evenings when the other privileges of the center were not available. One of the functions of the club director was to organize new societies and for this purpose the game rooms downstairs served as recruiting grounds.

A part of the building somewhat removed from the group of class rooms used by the clubs contained the study room. The boys in the other departments had all been fourteen or over, no pupils of the elementary schools being allowed to become members of the clubs or enter the game rooms if it could be helped. This room, however, was used exclusively for day-school children and was nearly filled with boys, all sitting at desks, with books open before them, sometimes two in the same seat. Some were writing, some were talking in low tones with their neighbors, and others were quietly studying. A woman teacher with an intelligent face and kindly manner moved quietly about the room, now and then saying a few words in response to an appeal from a pupil, and giving the kind of counsel that stimulated rather than replaced effort. The children came

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TRAINING FOR CIVIC LIFE IN AN EVENING CENTER

EVENING STUDY IN "QUIET SURROUNDINGS"

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simply to study in quiet surroundings the lessons assigned to them in the day schools. It was entirely voluntary on their part, and the privilege was given only to those who had attained the fourth grade, at which time home-work begins to be required. Before admission each one was obliged to present a card signed by his principal, containing his name, age, address, school, grade and the subjects needing study. To be admitted, children had also to bring their books. The room was not open Friday, Saturday or Sunday evenings. "We have an average of about sixty-five boys every evening and some of them have told me that since coming here they have received 'A's' on their reports for the first time in their lives," the principal explained.

After expressing his appreciation of the things he had seen the visitor registered his name and passed out into the night. The wind had died down, but it was still bitterly cold. The street was dark and empty. At the gateway he looked back at the light streaming from the school house windows, and then went on his way.

THE NEW YORK CENTERS

During the season 1909–10, thirty-one evening recreation centers were maintained by the Board of Education in the boroughs of Manhattan, the Bronx and Brooklyn. With the exception of five they were open six nights a week from October to April. The use of these five was continued two

evenings a week until the beginning of June. The aggregate attendance for the season reached 2,165,457, making a nightly average of 12,985 for all thirty-one centers. Study rooms were available at twenty-seven of the centers, bathing facilities at twenty-four, and the staff of principals, teachers, gymnasts and other employes numbered nearly 200. One-third of the school buildings devoted to this enterprise were for the entertainment of women and girls only, and they enjoyed the same opportunities as their brothers except that the gymnasium was more often used for folk dancing than for athletics, though games of basket ball and wand drills were occasionally held.

For most of the men and boys the gymnasium is the principal attraction, with its exercises on the mat and on parallel and horizontal bars; though in large centers, like that at Public School No. 188 on East Third Street, basket ball, indoor baseball and track sports are also very popular. Policemen and firemen are frequently found wrestling at the High School of Commerce, while in another center there is a special "gym" class for deaf mutes. For several years athletic tournaments have been held, the final contests taking place in one of the large armories. One winter a local newspaper offered medals for boys and pins for girls as prizes in a series of basket ball games and athletic sports. Immediately the best players were organized into midget, middle and heavy-weight teams and the inter-center contests began. During the pre-

liminaries fifty athletic meets and 250 games of basket ball were played, each successive event heightening the general enthusiasm. The finals took place in the Twelfth Regiment Armory before a large audience which cheered to the echo the winners as they received their prizes at the hands of a representative of the newspaper that donated them, and of the wife of the president of the Board of Education. During the annual meet of 1909 there were from one to three entries from each boys' center in every contest and it was reported that "no more enthusiastic audience ever filled the vast building."

That year the total number of active clubs was 575, and while their names indicate a predominant, initial interest in some one field such as literature, debate, athletics, civics, the drama, or glee and orchestral music, the regulations under which they are organized induce uniformity and these distinctions are tending to disappear. Except for a few adult clubs devoted to civics or purely social diversions they are all scheduled for periods of gymnastic training, athletic sports and quiet games. Each club is also required to hold a weekly business meeting under the supervision of the club director, and to possess some knowledge of hygiene, civics and American history.

The variety of instruction given in these clubs is well shown in the following extract from the 1906 report of Miss Evangeline E. Whitney, who had charge of the recreation centers during the

period of their remarkable growth, namely from 1902 till her death in January, 1910. "The range of books read in the clubs extends from fairy tales and historic stories to Ruskin and Ibsen. We have scores of young men and women who critically study economics and Shakespeare; and many that make but slow mental advancement. In the latter class the teachers prepare illustrated talks on nature, the dress of different countries, their implements of industry and of war; tell thrilling stories of adventure; introduce topics of public interest and thus lead them into debates which send them to the library for information. One teacher who had several clubs of bright office boys could not get them to undertake any literary work until he stimulated their ambition by reciting selections learned in his own youth. The effect of his fine elocution brought the desired results, and essays, orations and debates were soon forthcoming. One night he recited 'King Robert of Sicily.' After he had finished there was a moment of tense silence, then a boy got to his feet and thus addressed the club: 'Fellows, I don't care what some people say, we've got to believe that there's a God in Heaven. Yes, fellows, there's a God in Heaven all right, and He's watching us and keeping tab on everything we do, and you can't bluff Him, or get away from Him; so, fellows, it's up to us to make good, that's all.' . . . Instruction has been given, by means of improvised dialogues, on how to make

proper applications for positions in various offices or business houses, how to perform successfully the duties of a toastmaster, and to formulate terse after-dinner speeches. Rules of etiquette, correct phraseology, and many subjects of kindred nature have emphasized the importance of observing the gracious forms of social life."

One of the more ambitious clubs composed of ex-high school boys took for its weekly discussions such subjects as "a comparative study of the drama of the Greeks, Romans, early and modern English, German and French." The Alcott Club of a girls' center in the heart of the East Side, during the past winter gave a dramatization of two scenes from "Little Women" for which a stage was formed by curtaining off one end of the capacious game room, and use was made of "properties" brought from the members' homes. In one or two other centers, playlets and comediettas have also been given. The practice of public speaking is encouraged by declamation contests and debates. One year, teams from various centers met in twenty-five discussions of live topics, and upon the conclusion of the final debates ebony and gold-mounted gavels were presented by a newspaper to the winning clubs, one to the young men and the other to the young women. The same paper also gave handsome medals to the two who received highest honors in a declamation contest held that season.

An attractive little paper containing prize

stories and gossipy notes from neighboring clubs is published by the Gavel Club of Public School 172, and the Irving Literary Society of No. 188 has started a publication of similar character called the *Observer*. Among the other activities common among the clubs may be mentioned concerts and literary entertainments to which the members invite guests, banquets given in honor of their instructors, and occasional balls given by those groups which have some social strength. One of the East Side girls' clubs acts as an auxiliary to the Ambulance Service Society connected with a nearby hospital, and it is a common thing for clubs to apply the money raised at social functions to the needs of ill or unfortunate comrades.

At Evening Recreation Center No. 188 the Lassie and Travelers' clubs were allowed to ask their young men friends one Wednesday evening to attend a dance. The behavior of the couples was so satisfactory and the occasion so enjoyable that a series of weekly dances was planned. The principals of two neighboring centers recommended a number of gentlemanly boys who with the girls' clubs mentioned formed a dancing class. An executive committee of five boys and an equal number of girls was appointed to pass upon the names of proposed members, who had to be well endorsed before they could be presented. The dues were five cents a week payable by the members of both sexes and the funds thus raised not only met the expense of providing a violinist and

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DANCING IN A SCHOOL BUILDING

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of waxing the floor, but left a surplus large enough to afford the members additional enjoyment through entertainments and outings. At these weekly reunions members of the center staff gave instruction not only in the regular waltz, two-step and lanciers but also in folk dancing. Strict supervision was exercised and young people seen dancing in an objectionable manner were cautioned and shown a more decorous way.

During the season of 1909–10 there were six centers where mixed dancing classes were held, several of them becoming so popular that waiting-lists were made up of applicants who could not be accommodated on account of the restricted space. Dr. Edward W. Stitt, who has succeeded Miss Whitney in the charge of the centers, relates that on the evening of St. Patrick's Day he visited an East Side dancing class and found 150 young people enjoying themselves in a wholesome manner, while in a notorious dance hall across the way, both larger and easier of access, there were only thirty on the floor.

So remarkable an innovation as social dances maintained in public school buildings and organized by employes of the Board of Education was not made without some preliminary experimenting. For several years there had been social occasions when the girls assumed the rôle of hostess and entertained boys of known character and proved gentlemanliness. Musical entertainments, amateur theatricals, athletic exhibitions by the

boys, checker contests and other table games were the chief amusements at these assemblies. Dancing was enjoyed occasionally, but it was the folk dances and others that contained the game spirit rather than the waltz or two-step which were indulged in. As these social affairs progressed their effects became noticeable. One principal wrote: "We have watched many of our girls change from the silly attitude toward the boys to that of practical indifference, or open, frank comradeship, and have seen the boys, who at first came in untidy of dress and unclean of person, appearing with clean linen and hands, tidy clothes and freshly shaven faces."

The beneficial results of the club activities show themselves in unexpected directions. A civic organization composed of forty young men and women resolved to work all summer for cleaner streets in the neighborhood of school and home. Several years ago a club of boys was formed with the purpose of working "for the betterment of the Italian race in America." With a roll of over 200, meeting weekly in hired rooms for mutual improvement, and with many charter members returning monthly to their former director for counsel, this club has grown to be a civic force of incalculable influence. One of its early regulations made attendance at evening school obligatory upon the members, and so close is the connection between education and the work of the recreation center that the latter has come to be regarded, to a

certain extent, as a recruiting ground for the public night schools.

Concerning the aid afforded by these play centers to the social assimilation of the large masses of foreigners in our population, Mrs. Humphry Ward has contributed some interesting testimony. At a banquet given her by the Playground Association of America, she thus describes a visit to one of the centers: "We found a thousand girls, divided in the same way between active physical exercise and club meetings (by the way, while one of the boys' clubs was debating Mr. Bryce's American Commonwealth, the girls were discussing Silas Marner); and, in the third, perhaps most remarkable of all, five hundred girls were gathered debating whether you should retain the Philippine Islands, with a vigor, a fluency, a command of patriotic language and feeling which struck me with amazement. Here were girls, some of whom could only have arrived in your country a year or two ago, and all of them the children of aliens, appealing to your Anglo-Saxon forefathers, and talking of your Revolutionary War and the Monroe Doctrine, of liberty and self-government, with an intensity of personal appropriation such as no mere school teaching could have produced. It was as though I was in the presence of those children whom you will remember in the story of the Pied Piper—the children whom the Pied Piper led to the mountain, which opened and closed upon them again, entomb-

ing a whole generation. Browning had heard vaguely that somehow and somewhere they re-emerged. And here they are! The parents have been entombed and imprisoned for generations. But their children are now free—they are in sunshine. Hence, this energy, this astonishing sense of power and life."

Miss Whitney's annual reports to the city superintendent record many instances of striking changes in the character of the young men who have patronized the centers. "Last fall, a noted 'tough' of nineteen years strolled into a center for the declared purpose of 'clearing the place out.' He discovered that a few determined athletes had something to say about that, and subsided into a quiet observer of the evening's sports. The principal noticed that he became a regular attendant, and invited him to join a club. He did so, and was told about the study room—the longed-for oasis in his desert life. Earnestly he applied himself to take a civil service examination, and when the term closed in May, he was acceptably filling the position of a junior clerk in one of our city departments."* The following incident selected out of "scores of incidents" that came to her notice demonstrates clearly Miss Whitney's belief that no matter how bad a young man may be, the acquisition of "the athlete's code of honor is a triumph over lawlessness, the beginning of a citizen's conception of duty." "One club of

* Report of the City Supt. of Schools. New York, 1906, page 364.

street loafers organized last winter," she wrote, "seemed as unpromising as any we ever attempted to reform. The leader, a swaggering, unclean fellow, fortunately had 'the vulnerable heel.' He began to observe expert performances, then to obey instructions, until pride and skill were so developed that by the end of the season he outranked all the athletes in his center and made his club equal with the best." *

That the benefits to character are not confined to the male sex alone is shown by the following statement in her report of 1908: "One of the marked instances of the year was the rescue of what the police designated 'one of the worst gangs of girls on the East Side.' In the club of twenty young women, now tamed and decent, one would not recognize the hoydens of a few months ago."

Considering the important part played by athletics it is not surprising that gymnasts should be favored when selecting workers for these centers. The ability to secure immediate respect from street boys gives a leverage not possessed by women, though many of the latter have been highly successful. It has been found that altruism is a prime qualification for the principalship and herein lies the usual secret of the woman worker's power. The degree to which the work has been organized is illustrated by the fact that weekly and monthly reports are regularly sent to the superintendent's office covering the attendance, contests, debates,

* Report of the City Supt. of Schools, 1909, page 551.

books read and activities in general. In the study rooms the teachers use a card-system, reference to which tells them just the kind of assistance each pupil needs.

The centers as a whole are administered by a corps having the usual grades of superintendent, inspector, supervisor, principal and teacher, but in spite of the uniformity to be expected from so much system and so large an organization, each center has individuality, due to the character of the building, the personnel of the staff, and the kinds of people who frequent it.

Inspectors begin with a salary of $1500 which in six years is automatically raised to $1750, the other employes being paid as follows:

RECREATION CENTER SALARIES

Supervisors	$6.00 per day
Principals	4.00 per session
Teachers	2.50 " "
Assistant Teachers	1.75 " "
Teachers of swimming	2.00 " "
Librarians	2.50 " "
Pianists	2.00 " "

In 1909 the expense of the thirty-one centers in New York was $79,565.74, which with a daily average of 12,084 persons cost the taxpayers $6.58 for each participant in the season of fun and healthful enjoyment.

BEGINNINGS IN OTHER CITIES

For several years the Newark, New Jersey, Board of Education has maintained a recreation

center in one of its buildings that is open four evenings a week from 7.30 to 9.30, to both school children and older people. The privileges afforded are those of a gymnasium, reading and quiet-games room, and four people are employed to supervise and give instruction. In addition the gymnasiums of two other schools have been used during the evenings, while in several buildings classes in folk dancing have been open to the girl pupils immediately after the close of the afternoon session. The expense of this work during 1908–09 amounted to $1553.49. In Chicago during the 1909–10 season two evening recreation centers were established under the charge of day-school principals, which, without the advantage of assembly rooms or gymnasiums, were nevertheless very successful. The wide corridors gave the boys space for basket ball and the girls gymnastic opportunities. There were study rooms for those who wished them, a double room for reading and single ones for choral singing, illustrated lectures on travel, and folk dancing. Volunteer workers assisted the principals in the conduct of these activities, which were carried on only two evenings a week. In other schools permission has been given to use the gymnasiums for basket ball and indoor baseball games upon the application of responsible persons and societies.

In Philadelphia, Milwaukee and several other cities enterprises having similar features have been carried on, but since they are locally known as

"social centers" their description has been reserved for the following chapter. The gymnasium classes under trained teachers held in several of the Cincinnati buildings have already been mentioned in the discussion of evening schools, but in addition voluntary organizations are allowed the use of four other buildings in which to conduct debating clubs and wholesome recreations for boys. In St. Louis, through the co-operation of the Public Library and the Board of Education, a reading room for young people is opened three nights a week in one of the public schools.

The Playground and Social Service League of Newton, Massachusetts, maintained during the summer evenings of 1909 a quiet-games and reading room in the Bowen School, and in Portland, Maine, a similar work is conducted by the Fraternity House social workers. In many cities undertakings of this sort go by the name of "boys' clubs" which are usually organized and supported by voluntary organizations or philanthropic individuals. In Cleveland, the Daughters of the American Revolution have the use of one school building in which they conduct three juvenile clubs; Syracuse has two clubs which are supported by public-spirited persons and directed by a former Y. M. C. A. man with a medical training. An illustration of the origin of such a club is found in Pittsburgh where the principal of the Oakland District School threw open several class rooms for evening study. While the attendance

was fairly good it did not come up to expectations, but meeting in that way developed a social cohesiveness among the boys that finally took the form of an organized club with pronounced athletic tendencies. Indeed "athletic" is the touchstone of success in work with boys, and the skilful director not only lays emphasis upon physical training and organized sports but, like the Buffalo worker in charge of the Evening Club of School 29 which gave a "horseback fight" and bar-bell drill at the spring playground demonstration in Convention Hall, he sees to it that his boys are stimulated by frequent public exhibitions.

LONDON EVENING PLAY CENTERS

In thirteen of the London County Council schools, play centers open to boys and girls between the ages of five and fourteen are maintained five evenings a week, from 5.30 to 7.30, and for an hour and a half on Saturday mornings. The occupations afforded comprise various kinds of handwork such as cobbling, woodwork, basketwork, painting, plasticine modeling, needlework and knitting. But work is not all, or even the main thing, at these places. In a quiet room draughts, halma, picture-lotto, puzzles, deck quoits, brick-building, fish ponds, and many other games are provided; toy-rooms contain dolls and tea sets, bricks, engines, block puzzles and picture books for the little ones, while the toddlers amuse themselves in the "babies' room" which is

furnished with small chairs and light, low tables instead of with desks and seats. A library stands ready to supply story and picture-books. In the large, bright halls the older girls make merry singing "The Keys of Canterbury," "Mowing the Barley," or playing some of Mrs. Gomme's games, like "London Bridge" or "Here we come up the Green Grass." The exercises of the "Drill Classes" are interspersed with dances, and when the measures of Sir Roger, an Irish jig, or a Danish dance begin to sound through the room the happiness of rhythmic motion seizes little bodies which usually feel only fatigue and the shame of raggedness. For the boys there are calisthenic drills and exercises upon the apparatus of the school gymnasium. Cricket during the summer and football during the autumn and winter months are encouraged by play leaders, and many matches in these sports are held Saturday mornings on the school playgrounds.

The use of the buildings, lighted and heated, is furnished by the London County Council, but the work is carried on by an Evening Play Centres Committee composed of twenty-two members, including representatives of the nobility, officialdom, the Church, and society. The organizer of the movement, Mrs. Humphry Ward, is the chairman, honorary secretary, and treasurer of the committee, and it is from her report for 1909 that the following account of the organization of the work is taken: "Each centre is under the direction

of a paid superintendent, who is responsible to the Play Centres Committee, and is assisted by both paid and voluntary workers. . . . The children attached to each centre are chosen, in the first instance, by the teachers of the four or five schools, as the case may be, within easy reach of the centre, who are asked to make the *need* of the children their basis of choice. Each child attends a centre normally twice a week, but a third attendance is allowed for the library or quiet games, or for a lantern lecture, while in the case of children coming from neglected homes, or whose parents are obliged to be out at work until late in the evening, arrangements can be made for their attending the centre every evening. The evening is generally divided into two sessions of one hour each, attended by different sets of children. At three centres, however, we work on a one-session time-table, only one set of children being admitted during the evening, but remaining for an hour and forty minutes. Each child, on joining a play centre, is registered and given a colored badge, which admits him to one of the two sessions on two nights in the week. Thus, a blue badge admits to the first session on Mondays and Thursdays, a yellow badge to the second session on Tuesdays and Fridays. Many of the Wednesday children attend as a rule on Saturday mornings; but Wednesday is a one-session evening—that is to say, only one set of children is admitted, but they remain for an hour and a half, changing occupations at half-time. The centres

are open during forty weeks in the year, from September to July." The benefits of the centers now reach between 9,000 and 10,000 children; their maintenance depends upon the annual contribution of over $15,000, making the cost per child approximately $1.50 a year.

Readers of "Robert Elsmere" will be interested to learn that this undertaking is an offshoot of that scheme of pioneer philanthropy in which the brave clergyman found the solution of his painful problems, and which is foreshadowed in the following passage: "And sitting down again on a sand-hill overgrown with wild grasses and mats of sea-thistle, the poor pale reformer began to draw out the details of his scheme on its material side. Three floors of rooms brightly furnished, well lit and warmed; a large hall for the Sunday lectures, concerts, entertainments, and story telling; rooms for the boys' club; two rooms for women and girls, reached by a separate entrance; a library and reading room open to both sexes, well stored with books, and made beautiful by pictures; three or four smaller rooms to serve as committee rooms and for the purposes of the Naturalist Club which had been started in May on the Murewell plan; and, if possible, a gymnasium."

This institution, then a vision in the mind of the author, received embodiment afterwards through her own efforts in a now well-known social settlement and became a starting-point for many new activities, of which that undertaken by the Evening

Play Centres Committee is but a single example. The origin of this enterprise can best be described in the words of its prime mover: "In 1897 the Passmore Edwards Settlement, in Tavistock Place, started some evening classes and games, as a counter-attraction to the life and loafing of the streets, for the children of the neighboring elementary schools. These classes have now developed into a large Children's Recreation School, or Play Centre, open five evenings in the week for an hour and a quarter, and from 10 to 12.30 on Saturday mornings. . . . The success of this work led, in the winter of 1904, to the raising of a Fund and to the formation of a Committee for the establishment of Evening Play Centres in Council School buildings, in some of the poorest and most crowded parts of London."

The aim of the Committee is to secure the permanence of its work through its adoption by the public authorities, and to this end Mrs. Ward is working most ardently, expending her energies not only in personal championship, but also in documentary appeals, distinguished by literary charm and convincing facts. These are addressed to the London County Council and to the English public through the medium of *The Times*. The government school inspectors have already filed encouraging reports about the handicraft work in these classes, and although the party of economy in the Council still (January, 1910) stands in the way of full support, the hopes of the Committee

have been raised by a small government grant recently made for light woodwork.

THE MOVEMENT ELSEWHERE IN ENGLAND

Upon this topic the 1909 report of the Evening Play Centres Committee contains the following: "But, in addition to the growth of our own centres, we have to report the spread of the movement outside our Committee. Lord Iveagh has opened a centre in Dublin; the large play centre attached to the Jewish Free School in Whitechapel has been opened, and is working admirably; another centre has been organized by the governors of the People's Palace, Stepney. For these centres we have been able to supply superintendents trained for a longer or shorter time under our Committee. Fresh proposals also are constantly being made to us." In support of the latter statement the report then tells of applications for assistance which had been received from Paddington, Bermondsey and Deptford.

The Recreative Evening Classes Committee of Manchester, which is organized under the presidency of the Bishop of Manchester and includes the mayor and several titled personages among its vice-presidents, has a sub-division known as the Children's Happy Evening Section. This body has surrounded itself with a band of voluntary helpers who carry on weekly entertainments in school buildings and other suitable quarters for the benefit of the neighborhood children. The

season's program includes concerts, gramophone entertainments, competitions in singing and reciting, contests in draughts and skipping rope as well as battledore and shuttlecock, and other games. Football and cricket are played in the basements while in the quiet room the children amuse themselves with bead-laying, crayon drawing, and similar occupations. Three municipal schools were used during the season of 1908–09 at which the weekly attendance ran between 200 and 250.

The Bradford Cinderella Club which has for its object "the feeding, clothing and entertainment of poor children," describes in its 1908–09 report a similar enterprise: "One of the most interesting departments of our work is the provision of 'Treats,' consisting of tea and entertainment, to parties of poor children almost every Saturday during the winter months. During last winter we organized twenty-five of these treats to parties of 300 children in all the poorer quarters of the city, in schools which were kindly lent us for the purpose." They find that a "treat" for 300 children costs between $18 and $19.

As has been suggested already there are, in both America and England, undertakings not mentioned in the present chapter which nevertheless provide recreation during the evening in school buildings. Their activities are predominantly social in character and they thus belong more properly under that title. The line of demarcation between the recreation and the social center is

difficult to draw, but the obvious necessity of some sort of classification, if they were to be discussed separately, made an attempt at definition obligatory. For the purposes of this study, therefore, a recreation center has been regarded as an institution providing chiefly those pleasurable activities wherein the enjoyment is always dependent upon the use of some article or apparatus, or involves physical exercise in accordance with certain rules or standards, and is little affected by personal distinctions. In the social center, on the other hand, the enjoyment is more contingent upon the mutual companionability of the individuals participating, demands little or no apparatus and involves intellectual rather than physical performances. No existing institution, of course, provides activities wholly confined to either one of these classes, but usually one type has been sufficiently emphasized in excess of the other to furnish the basis of a working classification.

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See also the annual reports of the voluntary organizations mentioned in the text.

IX

SOCIAL CENTERS

CHAPTER IX

SOCIAL CENTERS

SATURDAY night, in most places, is the only night of the week when the forces of education and righteousness frankly proclaim a truce with the working world and allow it untrammeled opportunity to spend, relax and revel. An evening so generally given over to the store, the theatre and the saloon is not the time when you would naturally turn to the school house for diversion. And yet to a person with a fondness for fellowship it is precisely the week-end night during the period from November to April when a visit to the Rochester School known as "Number Nine" will be most worth while. Even though a stranger in the city you cannot miss the place, because at the left of the Joseph Street entrance there is an illuminated sign saying:

SOCIAL CENTER
Clubs, Library, Gymnasium, Baths
Open

Wed. & Fri.	7:30 to 10:00	For Men and Boys
Sunday	2:30 to 6:00	For Women and Girls
Saturday	8:00 to 10:30	Lecture or Entertainment

In spaces below, a program is given:

WEDNESDAY: Address by a Business Man, "Do It For Rochester"
FRIDAY: Debate on Free Text-Books
SATURDAY: Recitations and Impersonations
SUNDAY: "Social" for the Women's Clubs

On Saturday nights the side entrance is used and you will find a string of people ascending its stone steps at almost any time from 8:00 to 8:30 o'clock. Scarcely has the threshold been reached before your ears will be greeted with the sound of singing—probably words like these set to the tune of "Mr. Dooley":

Now there are some distinctions that are seen upon the street
For some folks ride in auto cars and some ride on their feet,
And worry about the price of clothes comes in and spoils the fun,
But there's a place where hats are off and rich and poor are one.

Strong and clear come the phrases but they do not so nearly drown the orchestral accompaniment as does the chorus that follows:

It's—at—the—Center
The Social Center
The place where everybody feels at home;
Forgets th' external
And gets fraternal;
And knows the time for friendliness has come.

Near the doorway stands a pleasant looking young fellow who turns away school children and welcomes strangers, who are then taken in hand

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"Number Nine"—One of Rochester's Community-Used Schools

by the ushers. The hall is an immense room whose only illumination at the moment comes from a screen over the platform upon which the words of another song are now projected by a lantern:

There once was a school house, a great mental tool house,
Was shut every night in the year,
Till the people who hovered around it discovered
That this was a folly too dear.
Said they, "If 'tis ours, then we have the powers
To use it whenever we will."
So 'twas opened at night, and today with delight
You can hear them a-shouting their fill.

Then in the chorus the whole, vast audience gives itself up to one prodigious yell of merriment:

E Yip I Addy, I Ay, I Ay,
Oh, Number Nine is O. K.!
For all Social Centers we'll yell and we'll shout,
But old Number Nine, sir, will beat them all out.
E Yip I Addy, I Ay, I Ay. . . . . .

After another stanza and a double round of the rollicking chorus the lights are turned on and the details of the room become visible. Overhead are naked iron trusses which support the roof and to which are attached at regular intervals clusters of electric bulbs protected by wire cages. The horizontal bar, traveling rings and rope ladder which have been drawn up among the roof beams and also the parallel bars, pulley weights and other apparatus along the unornamented brick side walls, show that the room is used as a gymnasium as well as a place for assembling. All the chairs are now filled; there are no children; every woman's

hat is in her lap and the audience seems one solid, level mass of humanity. In a small space before the platform is stowed an orchestra of a dozen members of which the pianist and two violinists are women.

After a half hour of general singing a young man rises near the piano and gives "The Two Grenadiers" in a vibrant baritone voice. The applause is persistent but is finally quieted by the appearance upon the platform of a man in a business suit who walks briskly to the front and stands waiting for attention. "The president of the men's club," whispers a young woman to her neighbor; "the men are in charge to-night." When the room is still the chairman calls upon the secretary of the Women's Civic Club to make any announcements she has to offer. Thereupon a middle-aged Jewish woman with glasses comes down in front and cordially invites all of the women in the audience to attend a social meeting on the following afternoon. "There's just one place," says she, "where we all know that we are one in heart and that's at the Social Center. As one of our members expressed it the other day, 'I never realized before that people who are so different are so much the same.' The object of our club is to enable us to become better informed upon public questions and better acquainted with our neighbors. There are no dues or initiation fees and every woman in the neighborhood is entitled to membership. One week from Sunday

afternoon our health officer, Dr. Goler, will give the club 'An Illustrated Health Talk.' All women are cordially invited to be present."

The chairman then calls upon the secretary of the Young Woman's Civic Club who announces that "to-morrow afternoon the club will be favored with a talk on camp life by Miss Anna Jones." An officer of the Coming Civic Club informs the audience that on the following Friday evening it will hold a debate upon the resolution that "the Philippines should be granted full self-government" and all young men between seventeen and twenty-one are invited to attend and become members. He adds that at the close of the meeting on Friday a free gymnasium class will be formed. Then comes an announcement from the chairman in his capacity as president of the Men's Civic Club. Last week they heard an address upon "A Man's Right to Work"; on the coming Wednesday evening at eight o'clock the club will meet to discuss the same subject. "Each person present will be allowed to speak five minutes upon the topic of the evening or ask relevant questions. The large audience last week and the keen interest manifested by those who attended make the prospects excellent for a lively discussion the coming Wednesday. All men of the neighborhood, who are of age, are invited to attend and join the club. Membership is free. Meetings are held in a class room on the Baden Street side."

Then down the platform comes a figure which causes a perceptible hush in the room. Wearing a gray flannel shirt, flowing black tie and leggings that smack of the motor cycle, the man has the build of a wrestler and the face of a scholar. It is not what he says but something in his manner that makes you feel you are listening to one of your own home folks. The speaker tells about a playground which the Men's Civic Club at Number Fourteen has succeeded in getting, an improvement in the Carter street sewer brought about by the men at Number Thirty-six, the recipe exchange which the women at another center have instituted and the public art exhibition which in a short time will be held at the East High School. Already *Collier's* has promised its collection of original drawings, while the canvassers among the local owners of paintings have so far not met with a single refusal. A week from that night the meeting in that room will be in charge of the women's club and the special feature will be an address upon "Public Health as a Political Issue" by a well-known New York physician and writer. Following the meeting there will be a basket ball game and a general good time. For the benefit of strangers the speaker tells about the objects of the civic clubs in which the members talk "about the things that ought to be talked about" and find that they can "disagree agreeably," and of the social centers where it is being discovered that "beneath all

seas the earth is one" and that "there is good even in the best people."

The dramatic readings and impersonations that follow these announcements are interspersed with outbursts of applause, during which the people in the audience make appreciative remarks to each other and the ice of formality is thawed in the warmth of a common emotion. After the last round of applause there is a sound of violins being tuned, followed by a couple of bars of music. At this signal each person picks up his chair and moves towards the wall. Those near the exits take theirs into adjoining halls and rooms while the others stack their seats along the sides of the room so that in the space of a few moments half the floor area is entirely cleared and several young men are walking about sprinkling powdered wax over its smooth surface. The orchestra strikes up a two-step. Immediately couples all over the room glide out onto the floor, in zigzag accompaniment to the pulsating music. The members of the reception committee seek out the strangers, introduce them to partners and then during lulls in the merriment show them around the building. They see the spacious kindergarten room where the club meetings are held, the class room next to it where magazines are spread out on a long table, books stand invitingly on open shelves, and checkers, chess and dominoes are available, and finally the shower baths with their marble compartments, modern plumbing

and adjacent dressing room. On Wednesday and Friday evenings, it is explained, these are open for public use and everything is free.

ROCHESTER SOCIAL CENTER ACTIVITIES

The "general evening" which has just been described is the most comprehensive among these activities in that it, more than any other, brings men and women, young and old, together at an occasion which provides more or less abundantly for all their varied interests. In 1909, 366 was the average attendance at the 69 programs given in the three most prominent centers. The character of the speakers and their topics may be seen from the following selections:

Rev. C. A. Barbour, D.D., Our National Wonderland (illustrated)
Frank C. Dawley, Bird Neighbors (illustrated)
Mrs. Bertha Pendexter Eldredge, Readings
Rev. Edwin A. Rumball, The Personality of Ferrer
Dr. Samuel M. Crothers, The Progress of Invention
Professor Earl Barnes, Meaning of Education
Bolton Hall, The Use of Land
President Rush Rhees, Liberty and Government
Mrs. Florence Kelley, The Work of Girls
Misses Tuthill and Garzak, Musical Evening
Professor Frazier, Servant in the House

Instead of a dance or basket ball game following the address or entertainment, the hour was sometimes given up to general sociability or to a gymnastic and athletic exhibition. The part apparently most enjoyed by the members, however, was the singing in which not only lantern pic-

tures were used but a book containing a number of songs like those quoted. As has been said, the general exercises at Public School Number Nine were held on Saturday evenings; at Number Fourteen they were held on Fridays, while at the West High School they usually occurred on Thursday evenings.

These three buildings situated, roughly speaking, among laboring, middle and well-to-do classes, are those which the Board of Education has equipped most completely for social activities. But the board has adopted such a liberal and encouraging policy in respect to all its buildings* that young people and grown-ups all over the city, incited by the "good times" reported from the first centers, have organized themselves into civic clubs and have begun to find their evening enjoyment also in class rooms and halls. The movement has grown until eighteen, quite half of the total number of school buildings in the city, are used by various communities for social purposes; and besides the three centers named there are some half dozen others where "general meetings," having the chief characteristics of the one described, are also held.

MEN'S CIVIC CLUBS

Whereas, the welfare of society demands that those whose duty it is to exercise the franchise be well informed upon the economic, industrial and political

*See Appendix B for full text of regulations.

questions of today; . . . . therefore, we . . . . do form a society to hold, in the public school building, meetings whose object shall be the gaining of information upon public questions by listening to public speakers and by public readings and discussions.

Thus does the constitution of the civic club first organized—that at Number Fourteen Social Center—express its object; and the rapidity with which it got down to business is shown by the fact that its second meeting,—at which its twelve members grew to fifty,—was addressed by one of the city fathers upon "The Duties of an Alderman." In responding to the vote of thanks the speaker said: "If you have been benefited by my coming here, I have benefited more. If every member of the Common Council and every other public servant had, frequently, such opportunities as this to discuss public matters with those to whom he owes his appointment, it would mean that we would have much better, more intelligent representation of the people's interests and a cleaner government." The first president of the club was a successful physician who motored to the meetings in his own car; the vice-president was a labor agitator, the secretary a journeyman printer, and the treasurer a bank director, while the membership was equally representative of the various classes.

The meetings of the club are held on Thursday evenings during the late fall, winter and early spring, and the usual procedure is to have a short

business session, an address by some speaker of local prominence, and then an open discussion in which the members are limited in time and to the topic for the evening. At the close the speaker replies to questions and sums up the discussion. The range of subjects is indicated by the following list picked from an annual program:

Public school extension
Rochester's milk
The panic
Rochester's water supply
The Italian question
Credit abuses
The policies of the different national political parties
Non-partisan political ideals
Direct primaries
Industrial training
The social value of the theatre.

These matters were presented by city officials, college professors, labor leaders, politicians, lawyers, clergymen, business men and prominent immigrants, and none of the speakers or any of the expenses of the meetings were paid out of public funds. On the anniversary of its organization the club usually holds a banquet at which the men provide the eatables and the members of the Women's Civic Club of the same center serve them; representatives from the other clubs are invited and addresses are made by persons prominent in civic affairs. The use of school buildings for political discussions was the topic considered at the first of these occasions (for the conclusions reached see remarks of President Forbes quoted on page 274) and also at the second when Professor Charles Zueblin spoke to a company of men and women numbering over two hundred, who

enlivened the intellectual repast with Social Center songs.

While all these activities are carried on by the Men's Civic Club at Number Fourteen, the pioneer and also one of the strongest of the clubs, they illustrate the general character of the work done by the sixteen others which, by the fall of 1909, had been organized to meet in school buildings. During this year they held a total of 232 meetings at which there was an average attendance of fifty men. The smallest number of meetings held by any men's club during the year was four, the largest forty-one, and the average for the seventeen clubs was thirteen. Two of the societies were composed entirely of Italians banded together for the double purpose of protecting newly arrived compatriots and of acquiring an understanding of American citizenship. As has been indicated, the men's clubs have not been contented with merely listening and talking; they have also been doing things. At several of the schools they were instrumental in securing playgrounds; their agitation has brought about improvements in the streets and street car service, and the establishment of public comfort stations; and they have set the example of organized community action to prevent unsatisfactory divisions of land by real estate companies.

Other Civic Clubs

The three women's civic clubs hold meetings after the same fashion as the men and talk about matters of equal importance, though as would be expected municipal affairs do not receive as much attention as the subjects of child labor, woman's suffrage, social purity, free text-books and good taste in home art. Naturally, too, their activities are much more social in character. Frequently they entertain the men's club of the same center, decorating the rooms, providing the entertainment and serving the refreshments, while the men pay the bills.

On one occasion the women at Number Fourteen, who were almost all American born, were "at home" to the Italian Men's Club, the majority of whom spoke English only imperfectly. At the height of the festivities the hostesses presented their guests with a silk Italian flag for their club while the men reciprocated by giving the women a large picture of George Washington. So pleasant was the evening that one of the women remarked, "I never realized before how interesting humanity is." Another night the same club held a "Recipe Exchange." Each member brought her favorite dish and wrote its recipe upon the blackboard so that the others could copy it. At the close samples of the various dishes were served to the members. At these meetings ostentation in dress is avoided;

hats are left in the cloak room and formality is dispensed with.

During the summer months after the close of the social center season some of the women's clubs still hold meetings, and also organize picnics and club outings. But, as with the men, talking and having "good times" do not consume all of their energies. Each club has a social service committee which learns the wants of poor families in the neighborhood and serves as a clearing-house where superfluous goods are "connected up" with the needy. At the West High School the women held a bazaar and gave a play thereby raising nearly $200 for the support of free dental clinics. The degree to which denominational and race barriers are broken down in these societies is indicated by the fact that at one time the officers of the women's club of Number Fourteen included two Jewesses, two Catholics, a Methodist, a member of no sect, and a colored Baptist.

Among the young people also civic clubs have been organized, but these differ from the clubs for adults in that each has a director who is furnished by the Board of Education. Expenses incurred for the printing of programs, serving of refreshments or any other provision for their meetings are met from club dues. The boys from fourteen to seventeen belong to "Future Civic Clubs" while those from seventeen to twenty-one take the name of "Coming Civic Clubs." Both the boys' and girls' clubs, for the serious side of

their work, hold business meetings and debates and have addresses delivered by outsiders, while for recreation they engage in basket ball, "gym" classes, and social affairs. Once a year it is customary for each of the boys' clubs to entertain one of the girls' organizations—this event sometimes takes the form of a sleighride and supper; later the girls return the hospitality. On two successive years one of the boys' clubs gave a successful minstrel show, but the chief interest of these young citizens seems to center in forensics, and the annual triangular debates between teams from the three centers for the championship trophy, a bust of Lincoln, arouses the keenest rivalry. While some of the girls' clubs started out with the lofty ideal of studying Shakespeare and then later found themselves devoting an increasing amount of time to basket ball, on the whole a pretty even balance is maintained. During the year each club usually presents a complete play, conducts several debates, and holds business meetings, besides participating in games and athletics. The effect of the work of the civic clubs upon street boys is illustrated by the following incident contained in the printed report: "A month after the opening, a merchant, whose place of business is near the center, stopped the director on the street to say, 'The Social Center has accomplished what I had regarded as impossible. I have been here nine years and during that time there has always been a gang of toughs

around these corners which has been a continued nuisance. This winter the gang has disappeared.' 'They aren't a gang any more,' answered the director, 'they are a debating club.'"

The first civic club was organized December, 1907, with twelve charter members. In February, 1909, there were sixteen clubs with 1500 members, and, feeling the advantages to be gained from further combination, sixty delegates, representing the adult clubs, met in the Municipal Building and organized "The League of Civic Clubs." The objects, as stated in its constitution, are:

> To increase the effectiveness of the Civic Clubs and to further their purpose, especially in such matters as the securing and entertaining of distinguished visitors to the city; in giving unity to the expression, through the various Civic Clubs, of the people's will in the matter of desired legislation, and in guiding the further extension of the Civic Club movement with a view to the welfare of the city as a whole. . . .

In accordance with these aims and its motto "For the City as a Whole" the League has worked for the establishment of public comfort stations and other municipal improvements. One of its most conspicuous early achievements was to persuade Governor Hughes to come and dine with them. An earlier invitation had been extended by the supervisor of the social centers, but although endorsed by the mayor, and presidents of the Board of Education and Chamber of Commerce, it had been unsuccessful. After the formation of the League an elaborate printed invi-

tation was gotten up, signed by 1270 members, bound in a book and carried by a committee to Albany. The governor arrived on the appointed afternoon, inspected some "gym" work at one center, held an informal reception at another, and was banqueted at the third, the members of the Women's Club acting as hostesses and serving with their own hands. In the evening a large meeting was held in Convention Hall at which the mayor and many prominent citizens were present, a social center orchestra furnished music and the governor gave an address upon "Direct Primaries." At the conclusion of the reception which followed he said: "I am more interested in what you are doing and what it stands for, than in anything else in the world. . . . You are buttressing the foundations of democracy; you are making it more sure that our children will enjoy, even more richly, that which we have cherished in our lives."

Besides the civic clubs other organizations of a special character have been formed at several of the centers, such as the "Spontaneous Art Club," composed of a group of young men and women; and orchestras and singing clubs. For the conduct of the latter bodies the board engaged the director of the Symphony Orchestra who went about from school to school. Through co-operation between the Rochester Art Club, the Arts and Crafts Club and the social center officials, an art exhibition was held during two weeks in February in the

assembly hall of one of the high schools. Paintings, drawings and photographic reproductions to the number of 172 appear in the printed catalogue, and at the three public meetings held in connection with the exhibit there were addresses by prominent art critics, artists and educators, and music by an orchestra and glee club. The local street car company carried, without charge, announcement placards, and more than ten thousand people visited the exhibit.

At each of the three principal centers the librarian of the reading room ran a bureau of information through which many persons needing work secured positions. In the gymnasiums there have been, besides the usual drills with dumb bells, Indian clubs and wands, and apparatus work, classes in fencing, boxing and wrestling, and inter-center basket ball tournaments. Certain evenings are set aside for girls and women—many of them elderly—at which time they are drilled in floor work, and games and folk dances with musical accompaniment. Physical examinations by a doctor and gymnasium director constitute part of the regular supervision. Of the young people only those are admitted to the physical training classes who are members of civic clubs. The fact that the adults are mainly interested in the club activities anyway has made such a rule unnecessary in their case. The library and reading rooms are open three days a week to the frequenters of the centers. Here, besides the magazines subscribed

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How Rochester Women Keep Attractive

School Library in Good Use Saturday Night

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for out of the social center appropriation, and the daily papers, generally donated by their publishers, is to be found a traveling library of 500 volumes which is changed every three months.

Equipment and Administration

The first building equipped as a social center, Number Fourteen School, is so typical of the grammar school edifice found all over the country that the manner of adapting it to meet the social needs of the community is quoted in full from one of the supervisor's early reports:

The parts of the building which it was decided should be used for the Social Center were the assembly hall on the third floor which was to serve five nights each week as a gymnasium and one night for an auditorium; the kindergarten room on the ground floor, which was to be used as a reading and quiet game room, and the art and physics rooms of the Normal School, which were to serve for club meetings. The first step in the equipping of the building was the installation of iron gates shutting off the parts of the building which were not to be used for the Social Center. The next was the equipping of the gymnasium. One side of the assembly hall was to be used for a basket ball court; on the other side a horizontal bar, parallel bars, horse, ladder, flying and traveling rings, climbing ropes and poles, and mats for tumbling and wrestling were installed. In addition to this equipment, dumb bells, Indian clubs, wands and boxing gloves were procured. It would have been most desirable to have installed shower baths in connection with the gymnasium and on the same floor. As it was impossible to do this, they were installed in a room on the ground floor in connection with the cloak room of the kindergarten, which was to be used as a dressing

room. This completed the equipment for physical exercise. For the recreational activities, outside of the gymnasium, sixty chairs, a dozen tables and a dozen table games, such as chess and checkers, were procured. For the intellectual activities of the Center a stereopticon lantern was secured to be used in connection with lectures, a library of 500 volumes was borrowed from Albany, and subscriptions were taken for a dozen periodicals. For the social activities a set of cheap dishes was procured which could be used by the various clubs in the Social Center in serving the refreshments which these clubs might provide.

The second year, the assembly hall on the top floor was used only for gymnastic work while the lectures and entertainments were transferred to the large kindergarten room on the ground floor. The change necessitated only the purchase of a few more chairs and the removal of the library and magazines to a small room adjoining. Number Nine and the West High School, which were fitted up as social centers the second year, having large assembly halls upon the ground floor, were more easily equipped.

The staff placed in charge of the Number Fourteen Center,—and it was practically the same next year at the two others,—together with their monthly salaries and number of evenings on duty, are shown in the following table:

STAFF AT NUMBER FOURTEEN SOCIAL CENTER

Position	*Evenings per week*	*Salary*
Director	6*	$45
Director of women's and girls' clubs	3	25
Director of boys' clubs	3	25

Librarian and in charge of games room ..5*	$30
Director of men's "gym" work.....3	25
Director of women's "gym" work.....2	25
Pianist for women's "gym" work.....2	15
Door and hall-keeper.....6*	20
Night janitor.....6*	50

* Sunday afternoon also.

For reasons of economy and because of the difficulty of securing the right man, the supervisor acted as director at Number Fourteen and also at West High, while the directorship at Number Nine was filled by a member of the faculty of the University of Rochester who had had successful experience in connection with a "Boys' Evening Home" and with other social work. The directors of the boys' and girls' clubs which were organized in schools other than the three which were equipped as complete social centers were paid at the rate of $10 per month for giving one night a week. At the beginning the speakers at the "general evenings" were selected by the supervisor, acting so far as possible in accord with the wishes of the community, but later the making of the programs was assumed by the civic clubs at each center. The fee usually paid these speakers is $10 and traveling expenses, although, during 1909, more than half of them gave their services.

The cost of equipping and maintaining the Number Fourteen Social Center during its first session of six months was $3,368.23. The total

attendance during the period, in the library, gymnasium, baths and club rooms, was 25,022 so that the cost per person per "good time" was a trifle over 13 cents. The second season the expense of equipping two new centers and the provision of directors for young people's clubs outside of the three centers brought the total expenditure up to $8,794.95, but the increased attendance left the per capita cost about the same, while the third year, during which no equipment was purchased, it sank to about nine cents.

Origin of the Movement

For a number of years various Rochester organizations, inspired by the usefulness of parent-teachers' associations, had talked about the desirability of a common meeting place for the discussion of public questions. In February, 1907, delegates from eleven of these bodies—the Central Trades and Labor Council, the Children's Playground League, the College Women's Club, the Daughters of the American Revolution, the Humane Society, the Labor Lyceum, the Local Council of Women, the Officers' Association of Mothers' Clubs, the Political Equality Club, the Social Settlement Association and the Women's Educational and Industrial Union—met and formed a "School Extension Committee." After securing the consent of the Board of Education to administer any funds which might be appropriated for their purposes the members of the committee

visited the mayor, the comptroller, the city engineer and other municipal officials and succeeded in getting inserted in the budget an item of $5,000 for an experiment in school extension.

After deliberation it was decided to devote the fund to the support of two playgrounds, a vacation school, outdoor school athletics and the utilization of school buildings for social ends. The first step taken by the Board of Education in the execution of its trust was the selection of Edward J. Ward as organizer and supervisor of the new work. A wrestler, football man and track athlete at college, and an experienced playground worker, Mr. Ward's qualifications for the physical side of the position were unusual but, exceptional as they were, they were surpassed by his equipment for its social tasks. His college vacations had been spent by preference either in driving an ice wagon or moving van or handling freight on the docks in New York City, and his post-graduate course had been a trip through the principal industrial centers of the country. With his human sympathies thus broadened and energized he entered the ministry of the Presbyterian church. Being at that time a bachelor and fond of company he used to invite the boys and young men to his house. His genius for fellowship and athletic abilities, reinforced by a wrestling mat and other pieces of gymnasium apparatus, soon made the manse so crowded evenings that he conceived the idea of turning his church edifice into a social

center and allowing his flock to go to the other clergyman of the town for their preaching. The other man declined to enter into this novel scheme, but the experience was fruitful because it had shown Mr. Ward that he could pull people into useful lives through social methods more effectively than he could drive them into good works from the pulpit.

After his appointment to the Rochester position Mr. Ward made a careful study of the Chicago park system and also spent some time at Hull House, where Miss Addams assisted the crystallization of his plans by suggesting that "acquaintance" should be the keynote of the new work. Then followed a visit to New York and an examination of its public lecture system and the evening recreation centers, after which he set about the work which has been described.

In June, 1910, Mr. Ward was called to the University of Wisconsin to undertake the organization of social centers in the cities and towns of that state. His duties in Rochester have been handed over to the assistant superintendent of schools who will be assisted by the principals of the schools where the centers are located.

The Central Idea

This can be best told in Mr. Ward's own words: "The Social Center was not to take the place of any existing institution; it was not to be a charitable medium for the service particularly of the

poor; it was not to be a new kind of evening school; it was not to take the place of any church or other institution of moral uplift; it was not to serve simply as an 'Improvement Association' by which the people in one community should seek only the welfare of their district; it was not to be a 'Civic Reform' organization, pledged to some change in city or state or national administration; it was just to be the restoration to its true place in social life of that most American of all institutions, the Public School Center, in order that through this extended use of the school building might be developed, in the midst of our complex life, the community interest, the neighborly spirit, the democracy that we knew before we came to the city."

The clear vision of this ideal at the outset and the skill and tenacity of purpose with which Mr. Ward set about giving it life are illustrated in the way the first school was selected. The Board of Education had definitely decided to begin the experiment in a poor neighborhood but the new supervisor picked out a location which "more than any other was intermediate ground, half way between the wealthiest residential district and the tenement district." He would not allow the first center to run the risk of being tagged in the public mind as either "a rough-neck or a low-neck institution" and rather than forsake this attitude he was ready to resign his position.

Another phase of the policy which has been pursued in the conduct of the centers appears in an early report which quotes Professor George M. Forbes, the president of the Board of Education, as follows: "He said that there was one consideration which must always be kept in mind; that the prime purpose of the school buildings was for educational uses and that nothing must be done which should interfere with their original object. At the same time, he reminded his listeners, the district schools of the country were open for such purposes as political discussion and this use did not interfere with, but rather increased, the use of the school house as an educational institution for the children. 'This movement,' said he, 'is in line with the larger educational idea. It would be a logical addition to the schools as a means of training in citizenship.' Having said this, he drew the line sharply on the matter of exclusive partisan uses of the school building, saying that the Board of Education had refused the use of a school building for exclusive purposes in the case of a church in the neighborhood which had desired to use the assembly hall for an entertainment. 'If the people wish to use the school buildings, the Board of Education stands ready to carry out the wish of the people,' said he."

On a later occasion President Forbes stated his views even more pointedly when he said, "No one has a right to try to regulate what citizens shall talk about in their own building." Free speech

was safeguarded, however, by the rule that in the case of political, religious or other delicate questions both sides should have equal opportunity of presentation. Thus the prohibitionist who spoke against the saloon was followed by the vice-president of the Turn Verein who gave the other side. The prominent manufacturer who justified the conviction of Gompers, Mitchell and Morrison was answered at the next meeting by a recognized labor leader. School children were excluded from these meetings and the policy of fair opportunity was scrupulously adhered to, but in the course of time the free discussions caused friction. The opposition which had gradually developed was intensified by an eulogistic address upon Professor Francesco Ferrer by a local clergyman who had personally known him. A prominent exponent of the other side of the Ferrer controversy was invited to occupy the platform at the next meeting in the same center but he declined to speak. The various hostile interests then focussed their energies upon the appropriation for the coming year. Delegations for and against the centers besieged the city officials for several weeks with the result that the item of $8,900 which the Board of Education had put into the budget for their support was cut to $5,000. At the same time even greater reductions, relatively, were made in the case of the playground and vacation school items. The curtailment of the social center funds would have had the effect of closing them before the end of the season but

every member of their staffs volunteered to work the remainder of the time without pay. Though the situation was exceedingly complicated and feeling ran high, it was after all the natural reaction that might be expected to follow an innovation so fundamental and searching in its effects. While the hurricane was blowing there was a straining and twisting, as it were, throughout the members of the new plant, but after the storm it was found that the principal result had been to make its roots sink deeper into the affections of the people.

SOCIAL CENTERS ELSEWHERE IN THE UNITED STATES AND GREAT BRITAIN

In Philadelphia, seven of the public school buildings are used for social purposes under the co-operation of the Home and School League, several civic clubs and the Board of Education. The latter body grants the use of its buildings and work-benches and furnishes heat, light and janitor service, while the voluntary organizations collect funds, appoint and pay workers, and buy supplies.

The manner of utilizing the buildings and some of the activities carried on may be shown best by taking a typical case. The principal of one of the larger schools, assisted by some of his teachers and volunteers from the neighborhood, kept "open house" once a week during one winter for 300 or 400 people of the vicinity. One

end of the school basement was given to the boys for basket ball—different teams in turn—and shuffle board, while at the other end a physical training teacher led the girls in free gymnastics, games and folk dances to the accompaniment of a twelve-dollar piano. On the first floor the desks were covered with boards which made excellent tables for raffia, drawing, sloyd whittling, checkers, parchesi and krokinole, the lads breaking forth now and then into popular songs while they worked and played. In the halls of the second floor an extra teacher conducted dancing and drill-work for the girls who could not be accommodated in the basement. A class room on this floor was occupied by a group of foreigners who studied English, sang American songs, and imbibed American ideas taught by a man of the neighborhood who was proficient in three languages. A couple of sewing machines, loaned by an enterprising dealer with an eye to advertisement, enabled a number of women and girls under the tutoring of a sewing teacher and some voluntary assistants to become skilled in the use of patterns and the fashioning of their own skirts and shirt waists. In the south end of the third floor a chorus of adults assembled and from 8:30 until 10 o'clock made the rafters ring with plantation melodies, old love songs, and the latest favorites of the theatre. At the same time a group of men gathered in the northern end to debate, chat over current topics, or listen to a lantern talk from a

High School instructor or college professor upon such topics as "The Chemistry of Daily Life" and "The Making of Pennsylvania." At these meetings the principal of the school or the president of the local Home and School Association presides, makes announcements and introduces the speaker. After the address the occasion is closed with the singing of the school song.

Besides the activities mentioned, the following are also carried on at the various centers: kindergartens, reading rooms, story telling, stamp banks, choral classes for boys and girls, brass work, wood carving, chair caning, crocheting, embroidery, doll dressing and domestic science, the latter being taught by means of a miniature house and set of furnishings. A boys' dramatic club has given Julius Cæsar, and is planning to present the banquet scene from Macbeth and "The Bowery Night School." While the Italian women's classes learn to sew, their daughters sing for them such songs as "Roses," "Santa Lucia," and "Addio Mia Bella Napoli." In one of the centers the women stitched together a rag carpet which was sold and the money put into games and toys. The educational work includes classes in elocution, and instruction for those about to be naturalized, and moving pictures and stereopticon lectures upon a wide range of topics; "Philadelphia," "Playgrounds," "Milk," and "Japan," were on the program of a recent season. At several of the centers the "Baby Alliance"

holds meetings for immigrant mothers at which physicians and nurses talk upon the "Care of Infants." Besides basket ball the games include ring-toss and hand ball for the boys, and the "May Pole" and other folk dances for the girls. In the majority of the activities the sexes are separated, although at several of the schools social dancing is now being cautiously introduced.

The direction of the centers is in the hands of three grammar school principals, the wife of a clergyman the members of whose Sunday School class act as her assistants, a trained nurse with army experience, and two settlement workers, one of whom knows individually each of the 600 people who frequent her attractive class rooms and halls. The paid workers at one of the centers include the superintendent, two sloyd teachers, the singing master, the dancing instructor and her accompanist. Besides these the staff embraces the principal of the school and several other volunteer workers. The paid assistants usually receive $2.00 an evening and before employment they have to be approved by the League's Committee on Further Use of School Buildings and the city superintendent of schools. At one of the centers the gymnastic work is in charge of a university man and his wife, the latter taking care of the girls and the former successfully playing "big brother" to the boys. A truant officer leads the singing at another, while most of the centers enjoy the ponderous presence of a friendly

policeman. Altogether the volunteers form a large proportion of the workers and they are drawn chiefly from the home and school associations, the women's clubs, settlements and other organizations affiliated with the League, whose membership embraces representatives from many of Philadelphia's most prominent families.

Two of the centers are open two evenings a week, the other five on one evening only—usually Friday—and their two-hour session ends at 9:00 or 9:30 o'clock. The one first established is located in the "tenderloin" region while the others are situated in Italian, Polish, Hungarian and mill districts. One of the latter sections had come to be regarded as a breeding place for criminals, but a subtle change has come over it since the school house doors have begun to swing open after sundown and words like these have floated out through its lighted windows:

There is a pleasant meeting place for all the neighborhood,
Where every one is friendly and society is good;
Where everything is cheery and we always like to come,
For in the Social Center at the School we feel at Home.

But the co-operative spirit of the centers is even better expressed in the chorus of this song for which "Mr. Dooley" has provided the air and the editor of the *Home and School News* the words:

We work together—We work together
For Home and School belong to me and you.
We work together—We work together,
For Home and School and Social Center too.

In Milwaukee the Board of School Directors has opened three of its buildings five evenings a week for basket ball, quoits, tennis, ring games, dancing, shoe mending, basket making, Venetian iron work, sewing and dressmaking. There are also gymnasium classes for both boys and girls, young men and young women, as well as reading and study rooms, and a number of clubs with parliamentary, civic, literary, dramatic and social activities. Inspired by their successful employment in club work, a philanthropist has given several combination billiard and pool tables which are very popular with the older boys—only those over fifteen may use them—and young men.

In Pittsburgh, the Playground Association, assisted by a contribution of $500 from a local school board, last winter started social work in two buildings. One of the school houses, opened six nights a week from 7:30 to 9:30 o'clock, afforded facilities for physical and manual training, instruction in cooking and sewing, and a series of "socials," lectures, concerts and club meetings. Only persons over fourteen years of age not attending day schools were admitted, the girls and women coming two nights, the boys and men three, and both sexes assembling on the remaining evening. The other building was used on Wednesday evenings only, when its auditorium was the scene of illustrated lectures and musical and literary entertainments which were free to the public. This work is regarded as simply a be-

ginning, it being Pittsburgh's ambition ultimately to make every school a "ward clubhouse."

Columbus, Ohio, affords another interesting instance of co-operation between voluntary organizations. Under the lead of the School Extension Society, which by means of boys' club work had already made evening recreation centers out of two schools, a combination was effected with the Federation of Women's Clubs, Young Ladies' Playground Association, United Commercial Travelers Women's Clubs and the College Women's Club. Representatives from these associations formed a "Committee on Co-operation" which canvassed the city for funds, secured the endorsement of the Chamber of Commerce to its appeal for assistance from the Board of Education, and, its efforts being successful, finally engaged an experienced director of playgrounds and indoor recreation work. In February, 1910, three school houses were thrown open on three (in one building four) nights a week, from 6:30 to 9:30, the girls and women being admitted Monday evenings, the men on Wednesdays and the boys on Fridays. The rules also sent the small girls home at 7:30 and the older ones, who were not admitted until this hour, at 8:30 o'clock. For boys there were manual training classes, quoits, volley ball, basket ball, indoor baseball, relay races, circle games, military drills, wrestling and some boxing, while the girls were occupied with sewing, story telling, organized games and folk dances. Checkers

and dominoes were also provided and a reading room to which both the state and city libraries loaned books. For the adults there were a current topics class and a series of lectures upon local civic problems given by the mayor and by college professors. Both the children and the grown people were organized into clubs. While most of the workers were volunteers some received from $1.00 to $2.50 per night. The janitors were paid $1.00 an evening, though in the case of one center in a school where evening classes were held and the janitor consequently was paid by the school board, this expense was avoided. The successful work that was done strengthened public confidence in the committee and in July, 1910, it saw the culmination of its efforts in the creation of a Department of Public Recreation in the municipal government.

Beginnings like that at Holyoke, Massachusetts, where the boys and their fathers are being attracted to the school house evenings by indoor sports and entertaining talks, and that at Pueblo, Colorado, where weekly lectures are given in the gymnasium and the Italians and Jews hold meetings and dances, are being made in many parts of the United States. The Cleveland public lectures, already described, are called a "social center development" and the same might be said of Cincinnati's choral and gymnasium classes, and of the "home and school" meetings which, as in Boston and many other places, are followed by a

"social hour." This past spring the Chicago School Board sent a committee to investigate the social work in eastern cities. After its tour it recommended (its report was adopted by the board) that suitable assembly halls, equipped with opera chairs, be constructed on the first floors of all elementary and high schools, either separate from or in connection with a gymnasium, and, further, that parents' associations and all other organizations working for the "physical, social, and moral uplift" of children and adults be encouraged to use school buildings. It also bespoke an appropriation of $10,000 for the maintenance of social centers two evenings a week to be opened in the fall of 1910 upon the application of principals and the endorsement of the superintendent of schools. In Boston, whose "educational centers" of some years ago had certain social features which entitle the city to a place among the pioneers in this field, plans for the gradual development of social centers have been projected by the Home and School Association, along the lines of vocation bureaus, parent-teacher and civic associations, public lectures and organized recreation.

In the country districts also there are signs of a promising movement for social centers. The agricultural papers are beginning to stir up memories of the "good times" people used to have in the "little Red School House" and here and there starts are being made like that at Greece, New York, where, touched by the contagion of Roch-

ester, a civic club has been formed and enthusiastic meetings held by the people in the school house. Such beginnings as these justify the belief that the vision of Professor I. P. Roberts, for thirty years dean of the Cornell College of Agriculture, will some day be realized: "In my dreams I see this rural center housed in a large, plain, attractive building, fitted with kitchen, and assembly hall for public meetings—social, recreative, educational and religious; a building which will furnish conveniences for carrying on all those activities which the country people desire and need; a place in which any one who has anything to say or do which will improve any phase of rural life or which might stimulate to noble endeavor, should find a rostrum and a welcome; a central meeting place, perhaps for two or more districts, where agriculture will be taught the young and old, and where handicrafts and domestic economy will be taught alongside the three R's."

In many parts of England school buildings, as well as other public halls, are used by the Social Institutes Union, a voluntary organization which for the past thirteen years has been "advocating and carrying into effect a policy of constructive temperance reform, by the promotion and encouragement of Social and Educational Clubs and Institutes." The average rental charged for the use of school houses by the London County Council and the education authorities of the other cities and towns is ten shillings six pence a week,

and this includes the cost of lighting, heating and caretaking, though the official organizer writes, "you will be wise to give a small honorarium to the caretaker, plus a small charge of three pence a dozen for moving chairs, and a fee for the use of piano if you are unable to find one of your own."

The Scottish Christian Social Union uses school houses almost exclusively and, although its aims are slightly more religious, the activities provided in its institutes are practically the same as those found in the English clubs, a picture of which is given in one of their pamphlets:

Let us now take a glance at a Social Institute of the right sort in full swing on a typical night. The billiard table is surrounded by a little cluster, watching the playing-off of some tie in a tournament arranged by the Games Committee, or perhaps it is a friendly match with the members of a neighboring club. At a small table not far off whist lovers are gathered together, two silent groups of fours wholly engrossed in their game. Chessmen are not often seen, but draughts are in fairly constant demand, though not, strange to say, dominoes. Ping-pong is dead and buried, and unblessed be he that would seek to revive that feeble-fretful shade; ring quoits and Whiteley exercisers find constant devotees at the other end of the hall. Half a dozen men sit at the reading table, perusing to-night's papers (no stale literature, if you please!) and the best illustrated magazines. It is clearly a library night, for at the cupboard door the Committee-Member-in-charge stands at the receipt of custom with a keen eye for fines, giving and receiving books from the small library that has been formed by the exertion of the members themselves. A member of the Refreshment Committee is in charge of another table loaded with slabs of cake, tins of biscuits, and glass topped cases containing tobacco,

cigars, and cigarettes of carefully chosen brands—the license costs only 5s. 3d., and pays for itself many times over in profits within the year; a big kettle sings on the fire, and not a few members come in straight from their work, knowing that a cup of tea or good coffee will always be at hand, a welcome alternative to the dreary surroundings of the cookshop. In a side room, after a meeting of the Institute Loan and Benefit Club, the Pipe Parliament is in session on a question of vital interest to all thinking men, wearers of broadcloth and corduroys alike—"The Housing of the Working Classes in our Great Cities." The debate has been opened in a ten minutes' speech by a young University man and his hearers have been airing their views, not untempered by the symposium in last week's "Daily Mail," in speeches strictly limited to two minutes each. At half past nine the chairman will sum up in a five minutes' speech, and the meeting will then disperse. The cricket club belonging to the Institute will hold a meeting in this room a little later to decide on the making up of a team for next Saturday's important match, a matter of as much moment to them as any possible Housing Problem! On alternate Saturday nights the floor is prepared and the hall decorated for a Family Social Party, a red letter event for many sisters, cousins and aunts, and other friends and relations of both sexes (admittance is by programme only, for which members pay 1d., their friends 3d.). Songs, games, recitations, and so forth, provide an evening's relaxation of delight and true sociability for many who have no inclination to sit in stiff rows at the more formal concert, and still less desire for the questionable enjoyments of the second-class suburban "Empire."

Concerning the educational features the writer goes on to say:

You must recognize of course the fact that many of your members regard the club merely as a resort for games, a little casual reading, and a quiet pipe, and you will not quarrel with them for that. If they were not

with you they would be paying "wet rent" to the publicans for similar accommodation. But there are always others ready, nay anxious, for mental improvement. The Pipe Parliament supplies the needs of some of these men; for others, more directly educational opportunities must be devised. If your Institute occupies school premises, say under the County or District Council, the authorities will in most cases provide a teacher, or, if you so desire, will adopt a teacher of your own nomination in any subject within their curriculum for a special "Institute" class of not less than fifteen members. London County Council classes in such subjects as Choral Singing, Physical Exercises, Shorthand and Workshop Arithmetic have thus been formed and have met with genuine and sustained success in clubs founded by the Social Institutes Union.

But, as the general secretary writes, "Here in our Clubs we recreate first and educate afterwards and we find our success greater for this very reason."

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X

ORGANIZED ATHLETICS, GAMES AND FOLK DANCING

CHAPTER X

ORGANIZED ATHLETICS, GAMES AND FOLK DANCING

PEDESTRIANS in a certain street of the Bronx district were momentarily halted one afternoon by the sight of three small boys who shot from the gate of a public school and darted across the road as if a policeman were after them. As the boy in front was smaller than the other two, by whom he was being chased, the pursuit was quickly ended, the two bigger boys seizing the little fellow before he had gone far. Each took an arm and, wheeling him about, they marched him back with a decisiveness that showed confidence in their authority and ability to act upon it. The prisoner to the surprise of the bystanders showed little resentment and actually smiled in a shame-faced way as he was being dragged through the gateway, now crowded with shouting boys who surrounded the trio like a body-guard as it marched down the yard.

The yard was not large; it had a concrete floor and was surrounded by buildings and a high brick wall. Here and there were distinct groups of a dozen or so boys lined up around gymnasium

mats, and it was to the central one of these knots that the runaway was now brought by his captors. The circle opened. Coat and hat were stripped from the victim; he was placed on a chalk-line drawn across the mat and told to jump. The place where he landed was marked with a crayon and he was made to try again, and then once more, each time jumping a little farther. After three trials he was told to take a place in the line and watch the others practice. One boy of athletic build and forceful manner acted as leader, instructing each one as he stepped on the chalk-line when to spring, how to swing the arms and pull up the knees, how to take care in landing not to touch the mat at any place back of the imprint made by the heels. The surprising thing was that while a good jump always aroused enthusiasm there was a constant interest in the efforts of the puny, undersized fellows who received, indeed, the lion's share of attention from the more expert ones and who were kept more rigorously at practice. One of the teachers came out to help coach the jumpers. He handed his coat to one pupil, his hat and eye glasses to another, and demonstrated with his own lanky body the best method of projecting it through space. Finally a smallish lad with wizened features jumped and when his mates saw his mark they groaned. "My boy, do you smoke cigarettes?" the teacher asked, laying his hand on the jumper's shoulder. The boy hung his head.

These boys were getting ready for a competition in which it was the jump of the whole class that counted. At the final tests the distances reached by all the members of that class would be added together and the sum divided by the number of jumpers. The quotient would constitute the mark of the class. The group was composed of sixth grade pupils while the three other knots of jumpers scattered about the yard belonged to the fifth, seventh and eighth grades. Each class competed only with the other classes of the same grade in the borough, and after the records were all in, a trophy was awarded to the class which had made the highest average distance. Last year this school had won the trophies which had been offered in all four grades.

In the winter time a similar competition was held in "chinning," and in a large ground-floor room which served as a gymnasium a long ladder was inclined against the wall in a way that made it possible for boys of all sizes and several at a time to practice the "pull-up." A principal in another school had put up horizontal bars in the doorway of his class room where the boys "chinned themselves" during the period assigned to physical training as well as at recess time and after school. Trophies were awarded the classes showing the best averages for their respective grades in this competition and likewise in the class running contests which are held in the spring. In all three events every boy in the class has to participate,

so the poorer athletes receive constant coaching from the more expert boys.

The principal's office in this Bronx school contained many trophies. They were beautiful shields with bronze plates upon which were engraved the names of the classes that had won them from time to time. The records of the classes in the standing broad jump were also given. The average jump of the fifth grade boys was a trifle over six and one-half feet; the sixth year lads had reached full seven feet, the next grade two inches farther and the eighth graders seven feet seven and six-tenths inches. These were the best records yet made in the five boroughs of Greater New York. On the wall neatly framed were several certificates announcing the award in former years of trophies which had now passed on to other schools, while a bronze bas-relief and a couple of silver cups on a cabinet in a conspicuous corner testified to other victories on track and field.

THE PUBLIC SCHOOLS ATHLETIC LEAGUE OF NEW YORK CITY

In 1903, Mr. James E. Sullivan, Dr. Luther Halsey Gulick, then Director of Physical Training in the New York public schools, and Superintendent William H. Maxwell, got together and devised a plan for providing school boys with athletics. After presenting the scheme to a number of prominent business men, who immediately gave it

their support, it was outlined at a meeting of the principals. To demonstrate its entire feasibility and give impetus to the movement a track and field meet at which 1500 boys ran races, jumped, put the shot and performed other feats of strength and agility was held in Madison Square Garden. Indoor sports upon such a vast scale had never been seen. The newspapers gave the event wide publicity, while the occasion itself not only generated enthusiasm among pupils, parents and school officials, but won the sympathies of influential men and women and gained support for the cause. In December of the same year the Public Schools Athletic League was incorporated, application for the charter being made by seventeen citizens whose number included the City Superintendent of Schools and persons prominent in military, ecclesiastical, financial, athletic and educational circles. Mr. Roosevelt, then President, not only praised the new venture in an open letter, but became the honorary vice-president. Under such circumstances was the League launched.

Its specific objects, as set forth in the by-laws, are "to promote useful athletics and gymnastics among the attendants in the elementary, high and collegiate departments of public educational institutions of the City of New York, and in connection therewith to co-operate with and support athletic associations, provide athletic grounds and teachers, organize games, offer prizes and conduct

competitions." The funds it disburses for trophies, medals, clerk hire, printing, advertising and the expenses of running games are derived mainly from voluntary contributions and membership dues which are $10 per year for annual members; $50 paid in one sum secures life membership, while a person paying $100 becomes a patron. At present (1910) the membership is large enough to make possible an annual expenditure of over $10,000. In the accomplishment of its purposes the League carries on the following activities, one of which, class athletics, has been partially described in the introduction to this chapter.

Athletic Badge Competition

With a view to encouraging an all-round physical development on the part of the greatest possible number of boys, distinctive badges were offered to all who should perform the following feats:

Class A—Bronze Badge

60 yards dash.....8⅘ seconds
Pull up (chinning on bar).....4 times
Standing broad jump.....5 feet 9 inches

Class B—Bronze Silver Badge

60 yards dash, indoors..... 8 seconds
or, 100 yards dash, outdoors....14 seconds
Pull up (chinning)..... 6 times
Standing broad jump..... 6 feet 6 inches

High School Boys—Silver Badge

200 yard run.....28 seconds
Pull up (chinning on bar)..... 9 times
Running high jump..... 4 feet 4 inches

According to the rules "no boy shall be admitted to any contest who has not received a mark of at least 'B' for the month previous in effort, proficiency and deportment, the principal of the school to be sole judge in this matter," and a further restriction requires that all competitors must show signs of making an effort "to secure good posture." The badge, which is a button shaped like an oblong shield with a winged classical figure and a monogram of P. S. A. L. in bas-relief, can be won only by qualifying in all three tests.

In 1904–05 when the trials were first held 1162 boys, about 2 per cent of those who entered, won badges. Each succeeding year the number of successful competitors increased until in 1908–09, 7049 badges were awarded. These trials were held in 115 elementary schools containing a total of 47,540 boys in their grammar grades, in which the competition is general. In thirteen high schools 1130 youths competed and 308 qualified for the solid silver buttons. The Winthrop trophy, a bas-relief representing "The Soldier of Marathon," which was donated by the president of the Board of Education to be awarded annually to the school having the largest proportion of its eligible pupils (boys from fifth grade up) among the winners of the badge, was won by a school in which 59 per cent of the enrolled boys were successful. In several other schools from 40 to 50 per cent won the coveted buttons.

In five years 16,428 lads have won the athletic

badge, but they form only a small fraction of the number who have been benefited through competing for it. Standing both for all-round athletic ability and scholarship these neat bronze buttons are highly prized by their owners, who frequently wear them in their lapels for years after leaving school.

Class Athletics

This activity involves an even wider participation in physical exercise by school boys, since in order to have a record stand at least 80 per cent of those enrolled in the class must take part in the competitions, and no group of less than eight members is counted. Insistence upon participation by the *entire* class would have been preferable, but it was found impracticable on account of absences due to sickness and other unavoidable causes, and 80 per cent was the largest proportion considered feasible to require.

The events in which classes are allowed to make records and the seasons when they are tested are as follows:

Standing broad jump	Fall
Pull up or chinning	Winter
Running	Spring

The various distances run by the four grades allowed to enter these contests are:

Fifth Grade	40 yards
Sixth Grade	50 yards

Seventh Grade.....60 yards
Eighth Grade.....80 yards

In each event the record for the class, as has been stated above, is the average of those made by its members. The distances to be covered and the duration of the tests, to avoid the risk of any overstrain, are carefully adjusted to the physical strength of the different groups. In timing the running contests the method adopted to lessen the possibility of error is thus described in the League rules: "The boys are lined up behind the starting-mark in the order in which they are to run; the timer, who also acts as starter, stands at the finish line and gives the signal for each boy to start. As the first runner crosses the finish line the second runner is given the signal to start. As the last boy crosses the finish line the watch is stopped. The record is found by dividing the time elapsed by the number of boys competing. If an ordinary watch is used the first boy should be started when the second hand is over the '60' mark."

The broad jump and the pulling-up tests are usually held in school yards and gymnasiums, while for the dashes armories, athletic fields and sometimes streets are used. After the president of the League explained its work to the chief of police an order was issued to patrolmen not to interfere with boys who were practicing running in the streets under the oversight of their own teachers.

When chinning as a test was first introduced there were some schools where only a small part of the boys could pull themselves up even once, but during the winter of 1909 the average for the fifth grade, which made the poorest record among the five borough winners, was 7.6 times, while the city champions of the same grade averaged 11.2 times. A total of 31,711 boys competed in the standing broad jump, 14,488 in the chinning, and 7057 in the running, the latter number being small on account of the unpropitious weather which prevailed during the spring.

The trophies awarded in each borough to the winning classes in the several grades are contested for each year but the holders are also given an engraved certificate which is their permanent property.

These two activities are the peculiar achievements of the League. The early competitive sports are pyramidal in effect, rising to an apex of a few experts who are brought into view through hewing-down contests, but the badge test and the class athletics spread as they progress. Competing against a standard instead of an individual gives everybody an opportunity to try and a boy is not obliged to defeat another boy in order to win.

Thus they develop the spirit of co-operation and lay the foundations of a greater social cohesiveness later on.

Championship Meetings

The League believes, however, that despite their disadvantages the older types of games have their uses. Experts are needed to stimulate the masses, while champions create and focus school spirit. Intensive activities naturally complement those that are extensive and in accordance with this policy the following games and sports are annually organized and promoted by the League officials:

IN ELEMENTARY SCHOOLS

(1) Baseball
(2) Basket ball
(3) Soccer football
(4) Swimming
(5) Indoor championship games
(6) Outdoor championship games
(7) Outdoor novice games
(8) *Sunday World* championship games

Except the *Sunday World* games, all of the above sports are found also in the high schools and, in addition, they have the cross country run, marksmanship competitions, relay races, and tennis.

At these meets the regular events in track and field sports are held, although hammer throwing has been omitted on account of the danger it involves. For the purpose of bringing together in competition only those who are of the same general physical ability the boys are classified by weight and allowed to enter only such events as are fixed for their respective weights. The various weight classes for elementary pupils recognized

by the League and the corresponding events in one of the games series are shown in the following table:

ELEMENTARY SCHOOLS INDOOR CHAMPIONSHIP EVENTS

80-pound Class
50-yard dash
Running high jump
Standing broad jump
360 yards relay race

95-pound Class
60-yard dash
Running high jump
Standing broad jump
440 yards relay race

115-pound Class
70-yard dash
8-pound shot put
Standing broad jump
440 yards relay race

Unlimited Weight Class
100-yard dash
12-pound shot put
Running high jump
880 yards relay race

To guard against any unfairness the competitors in the track and field meets are weighed in their athletic costumes on the grounds at the time the sports are held. The scales are set up in a narrow lane through which the runners have to pass to enter the track. When an 80-pound race is called the beam is set at that weight and the contestants step in turn upon the platform. If the beam does not come up the boy goes on to the track; if it does, he is diverted back into the crowd. To

save time the jumpers are not weighed until after the contests and then only those who obtained the first five places in the event are asked to step upon the scales. If a boy proves to be overweight he is disqualified and the place among the winners is given to the boy of proper weight who has made the next best mark. As a further illustration of the carefulness as to details with which the games are organized it may be mentioned that just as soon as an event is concluded and the winners are determined they are given certificates which, presented at a booth on the field, enable them to receive their medals at once and return to their friends in the grandstand with the insignia shining upon their proud little chests.

In the elementary games each school is limited to a certain number of entries, and a boy is allowed to enter only one event, thus preventing over-exertion and making it possible for a greater number of individuals to take part. In these games also competitors must have received in their school work a mark of at least "B" in effort, proficiency and deportment. No high school pupil is allowed to compete in the mile run unless he has reached the age of sixteen years and six months, nor represent his school in any branch of athletics after reaching twenty-one. Strict rules regarding betting, amateur standing, participation in outside meets, length of attendance at school represented and previous matriculation in higher institutions of learning are laid down in

the League's by-laws under "Eligibility," and these are rigidly enforced.

Through the generosity of friends of the League eleven high schools have each been provided with two Krag-Jorgensen rifles and a sub-target gun machine. By means of the latter boys can practice shooting at a target without any expense, noise or risk to life, and acquire the same skill as if they were using a regular army rifle. At the present time over 1000 boys are practicing at these ranges and nearly a dozen team matches are held each year. Although the competitions in marksmanship have been carried on but a few years, according to the League's 1909 Year Book, "were the country to requisition the services of the high school boys we could provide more than a regiment trained in the use of the rifle, with three companies prepared for service as marksmen, and a company of sharpshooters."

The skill being acquired at the school ranges is well described by General Wingate in a recent report: "In the tournament which took place under the auspices of the National Rifle Association at the Sportsmen's Show in February and March, 1909, at which a number of prizes were offered by different arms companies and others interested in the subject, over 1000 boys participated—more, in fact, than the eight target ranges and the sub-target gun machines that were provided would permit. The shooting was done at 60 feet, bull's eye, one inch, counting five;

A Close Finish in School Sports

Touching Off in the Relay

center, 3¼ inches, counting four; inner, 5¾ inches, counting three. The shooting was fully equal to anything which has ever been seen in any of the National Guard competitions. In fact, the scores made by many of the competitors have never before been equalled. Thus, J. Ehrlich of the Morris High School, firing 120 shots with a possible score of 600 points, half shot standing and half prone, made 598, only missing the bull's eye twice; and the team of the Morris High School, firing 10 shots each, standing and prone, made 557 out of a possible 600."

But shooting is not the only sport in which the school boys have developed expertness. In a deciding game of the baseball tournament of 1909 a Brooklyn nine played another from Manhattan in which only two runs and one error were made, while in the other events new records are made every year.

While it is true that these games constitute a process of elimination, that they have in view finally a few individuals or a team instead of a school or a class, nevertheless their sweep at the beginning of the tournament or the championship series is wide enough to justify a consideration of their extensive character. Here are a few figures taken from General George W. Wingate's presidential address for 1909:

NUMBER OF PARTICIPANTS IN SEVERAL ELEMENTARY SCHOOL GAMES

Indoor championship, 878 boys from 73 schools.
Basket ball tournament, 105 teams (5 boys in each) from 65 schools.
Swimming contests, 336 boys from 36 schools.
Outdoor novice, nearly 1000 boys.
Outdoor championship, 750 boys from 57 schools.
Baseball, 106 teams representing 346 schools.
Sunday World series, 33,460 boys of 147 schools.

For the purpose of enforcing gentlemanly behavior while going to and from the games, preventing injury while traveling on the cars or boats, and keeping order at the meets a system of school police has been adopted. The boys of each of the four upper grades elect six policemen to serve for the term and these then choose lieutenants and captains who are supplied with suitable badges by the Board of Education.

The enjoyment of the meets has recently been increased by the presence of school bands. One of the directors of the League gave enough instruments for two bands and paid the services of an instructor. Membership in these organizations became so attractive they soon had long waiting lists.

The following, taken from the official handbook of the League, shows very concisely its aims in the promotion of

Athletic Courtesy

The League endeavors to foster clean sport between gentlemen. The following statements express the spirit to be sought and maintained in such sport. It is the privilege and duty of every committee and person connected with the League to embody these principles in his own actions and to earnestly advocate them before others:

(1) The rules of games are to be regarded as mutual agreements, the spirit or letter of which one should no sooner try to evade or break than one would any other agreement between gentlemen. The stealing of advantage in sport is to be regarded in the same way as stealing of any other kind.

(2) Visiting teams are to be honored guests of the home team, and all their mutual relationships are to be governed by the spirit which is understood to guide in such relationships.

(3) No action is to be taken nor course of conduct pursued which would seem ungentlemanly or dishonorable if known to one's opponent or the public.

(4) No advantages are to be sought over others except those in which the game is understood to show superiority.

(5) Officers and opponents are to be regarded and treated as honest in intention. When opponents are evidently not gentlemen, and officers manifestly dishonest or incompetent, future relationships with them may be avoided.

(6) Decisions of officials are to be abided by, even when they seem unfair.

(7) Ungentlemanly or unfair means are not to be used even when they are used by opponents.

(8) Good points in others should be appreciated and suitable recognition given.

With ideals of conduct such as these being constantly demonstrated in school gymnasium,

yard and athletic field it is not strange that outcroppings of ethically splendid acts should appear on the surface of the League's annual work. Here are a couple of instances taken from the 1909 report of the secretary, Dr. C. Ward Crampton: "P. S. 6, Manhattan, was declared the champion of the City of New York on a Saturday night, winning it by a single point from P. S. 77, Manhattan. On Monday morning the coach of P. S. 6, Manhattan, discovered that his one valued point had been obtained through the dishonesty of one of his boys who had run unfairly on the relay team. He quickly made his way to the Board of Education and laid his laurels at the feet of the Public Schools Athletic League, regretfully, but he could not hold his magnificent prize unfairly." Concerning the effect upon scholarship, this incident may also be quoted: "Many a big, vigorous boy out of sympathy with his school work is driven to his lessons by his mates so that he can become eligible to represent his school. The school paper of P. S. 30, Manhattan, Mr. Paul, principal, recently reached my hands. It contained the records of the broad jump. The champion jumper of the school was ineligible to compete, even though his jump nearly equalled the record of the city, and the boy editor stated, 'It is a pity he can't jump as well with his lessons.' I wrote the principal expressing the hope that such a good athlete might do better in his studies, and received the reply in a week or so stating that his

classmates had attended to the matter, and the boy had won his way to a high scholastic standing."

ADMINISTRATION

For the purpose of distributing the infinite number of tasks incidental to the conduct of games upon such a vast scale, a district athletic league is organized for each group of institutions under a district superintendent of schools. The specific functions of these sub-leagues according to constitutions prescribed for them by the parent league are as follows:

(1) Take charge of the competitions for and distributions among the schools in its district of the buttons awarded by the Public Schools Athletic League.

(2) Select the competitors who are to compete from such schools in athletic meetings of such League.

(3) Supervise and promote athletic contests in and among the schools in such districts.

(4) Assist in providing grounds, building, apparatus and other things required for the promotion of athletics and physical training among the children attending such schools.

Besides discharging these duties the board of directors also annually appoints a delegate who acts with the appointees from the other local leagues on the "Elementary Schools Game Committee." This body meets once a month and has charge of the inter-school sports. A similar

committee whose members are teachers appointed for the purpose by the principals of the high schools manages all of the athletic doings between the secondary schools. Each of these committees nominates a director of the Public Schools Athletic League.

Any misunderstandings or questions connected with the conduct of games between elementary or high schools are treated by their respective games committees, but matters of amateur standing, athletic policy and other questions involving general standards come before a "Games Committee" consisting of three directors of the Public Schools Athletic League. The present chairman of this committee, Mr. James E. Sullivan, is a well-known ex-athlete and an organizer of the Amateur Athletic Union of the United States; he has been an official in nearly all the prominent athletic meets of the past thirty years. The members of these committees perform valuable and time-consuming services, but they receive no compensation beyond the satisfaction of participating in an important and successful work.

Co-operation of School Officials

The membership of the district athletic leagues, just referred to, is regularly made up of the resident district superintendent of schools, the director of physical training, two members elected from the local school board, and two teachers selected by the superintendent. These persons,

and such others as they may elect to assist them, carry on, either directly or through their officers and committees, the athletic affairs of the district. The referees, judges, scorers and other officials of the various track and field meets held for the elementary pupils are selected from among the high school instructors, while the games among the secondary students are officered by elementary teachers, thus facilitating unbiased rulings and decisions.

Concerning the assistance of the teachers Dr. Gulick, who acted as secretary of the parent league during his connection with the Board of Education, once wrote: "One of the prominent features, without which the League could not have succeeded at all, has been the earnest, continuous and enthusiastic support of the principals and teachers. During the past year four hundred and eleven men have contributed their services toward helping their boys in athletics, during one or more hours per week after school hours. In the large proportion of cases this has resulted in that close alliance of teacher and pupil which is difficult to secure when the only relationship is that maintained during school hours. The teachers have accompanied their boys to the meets, have encouraged them, have cheered them when victorious, and consoled them when defeated. While it is true that without the financial support of the business men of the city the League could not have been carried on at all during its early days, it

is equally true that the support of the teachers was even more important. If these men who have volunteered their services had been paid for their time at the same rate at which they are paid for their other services, it would have amounted to a contribution several times over that which was contributed in actual money by our generous-minded citizens."

While the League is not officially affiliated with the Board of Education its work nevertheless has received a very real support from the Board. The co-operation of the superintendents, principals and teachers mentioned above is recognized and approved by the Board. After the formation of the League it created three new positions and filled them with an inspector and two assistant inspectors of athletics to attend to the general organization of the sports, while the bronze buttons awarded in the athletic badge test, at first purchased with funds solicited by the League, are now provided by the Board. Recently it passed a by-law authorizing the payment of teachers who referee at the baseball, basket ball and soccer foot ball tournaments. The jumping, chinning and running events which constitute the athletic badge test and class competitions have been incorporated by the Board of Superintendents in the syllabus of physical training for the four grammar grades.

Through the efforts of the president of the League the Board of Aldermen appropriated

$500,000 for four athletic fields well distributed throughout the city which are now in use and under the control of the Board of Education. The officers of the National Guard have also given valuable assistance by granting the use of armories for tournaments and indoor sports.

Folk Dancing

One afternoon in the late spring an exhibition of after-school play was given in Public School No. 22, situated in the lower part of New York. The street outside was a seething mass of wagons, pushcarts, men, women and children. Over the shop doors were Polish, Magyar, Slovenian, Italian and Yiddish signs. In front of the school was a park playground with the familiar swings, chutes, ladders and horizontal bar, but the sun was beating down so fiercely that although classes had just been dismissed few children were playing in the grounds. The school contains a long room on the ground floor furnished only with a square piano and a couple of chairs placed at its farther end. The concrete floor and few windows with their iron gratings made the place seem cool and pleasantly dim in contrast with the heat and dazzling light of the street.

Everybody had gone home except two teachers and forty girls from the third, fourth and fifth grades who now came marching down-stairs into the room. Faces which but a few minutes before had been set and stern with the necessity of keep-

ing order now broke into smiles, while the childish spirits so long repressed began to bubble up in brightened eyes and overflow in laughter and quickened movements.

One teacher went to the piano and the other marshalled the children into an alcove at the farther end of the room. Not a sound was heard in the whole vast building above. The roar of wagons and jangle of trolley cars, softened and filtered as it were by walls and shutters, seemed to come from a far-away city. There were no lessons to get, no errands to run, no babies to mind. Tomorrow was a myth; the past never had been; only this blood-bounding moment existed. A chord was struck and then forty little forms, light as fairies and sprightly as imps, came running down the long room. Quickly they took positions in parallel ranks of five with hands on hips, their faces all turned in the same direction. The player struck up an old Swedish tune called "Reap the Flax" and the dance was on. All reach down to the left, as if to seize the grain, and then bring the hands up to the waist in the motion of reaping. This movement is repeated several times, always in time with the music, and then the figure changes. During the succeeding measures the flax is stacked, hackled, corded and twisted into a single thread, the latter being represented by a long line of girls in single file, each with hands on the shoulders of the one ahead, swaying from one side to the other as they circle around the room. In the conclud-

ing figure four of the dancers form a square while a fifth, with running steps, winds in and out of the group illustrating the movement of the shuttle in weaving the linen. Thus these children of the crowded city taste the joys of an old-world folk who had loved their simple pursuits enough to perpetuate them in melodious symbols and festive ceremonies.

But the Scandinavians were not the only people which contributed to the program. The younger girls, known as the Junior Club, next gave the Russian Dance, the dominant figure of which graphically showed the peasant reaching into a bag of seed at the left side and sowing it broadcast with an outward sweep of the right hand. The Tarantella, danced by the Senior Club with the added accompaniment of castanets and tambourines, gave a vivid impression of the vivacity and grace displayed by the Italians on their native sward, while the rapid whirlings, rocking movements and brisk heel and toe exercises of the athletic Hungarian Solo, stepped off by the same girls, suggested scenes familiar to the countryside of central Europe. Likewise the May-pole Dance, in which both clubs wound bright streamers around practicable standards to a merry tune, reflected some of the color and rhythmic beauty of time-honored English outdoor festivals. The children threw themselves into the dances with abandon and unflagging energy. In the glow of such activity, wholesome to the body and stimu-

lating to the imagination, plain features, pallid skins and ungainly shapes were all transformed, and for the time the sordid and the ugly in the lives of these young people gave way to something beautiful and good.

Interspersed with the dances were a number of games which provided spirited but friendly competitions between the two clubs, each of which had twenty members. In the first contest the Seniors were divided into two teams of ten girls each, which were lined up in single files, facing each other, but separated by the whole length of the room. Parallel with them were the two files of Juniors, Number One of each line being paired with a leader of the opposing club and facing in the same direction. "On your mark!" shouted one of the teachers. The two leaders in the western end brought their toes up to the starting-line. "Get ready!" They bent forward ready to spring. "Go!" came the signal, and two forms darted down the room towards the other halves of their respective teams where the leaders stood awaiting them. Swiftly the runners slapped the outstretched hands and then went to one side out of the way. The girls who had been touched took up the race, their part being to run and "touch-off" the Number Two's of the lines at the other end of the room. And so it went, back and forth, each runner trying to cover the distance as quickly as possible in the hope of increasing the lead of her side, or cutting down that of her opponents.

"Reaping the Flax"—I

"Reaping the Flax"—II

IN A NEW YORK SCHOOL YARD

Surprising as it may seem, the Juniors, averaging a year less in age than the Seniors, gradually gained and amidst the gleeful shouts of the midgets, the last girl on their side ran the length of the room to the finish line several yards ahead of her rival. Thus ended the Shuttle Relay Race.

In the next contest, all the members of the two clubs lined up in single files behind the starting-line. At the other end of the room, opposite each line of girls, were two white circles drawn side by side upon the hard floor. In one of the circles stood three Indian clubs while the other was empty. At the signal, Number One of each line ran to the set of clubs in front of her and with one hand placed them one by one inside of the other circle. That done she ran back and touched-off Number Two, who then dashed down the room and in like manner placed the clubs back in the other circle. A Senior girl was a little hasty and one of the clubs falling down she had to go back and set it up again. This gave the Juniors the advantage and their last girl changed the positions of the clubs and crossed the starting-line just as the last of the Seniors reached the clubs, thus winning the race for her side. In the contest which followed, likewise a relay race, each line of girls had to pass overhead a large basket ball and each member carry it in turn the length of the room and back again. The Seniors were successful this time and also in the Potato Relay, which involved taking three potatoes, one at a time, out

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of a waste-basket, and placing them on spots two yards apart. Number One did this, and then they were picked up again by Number Two, and so on until each girl had participated. All of the games played demanded equal physical effort and steadiness under exciting circumstances from each girl, and tended to produce a wholesome sense of mutual dependence. They required no more space than is afforded by the average school basement or yard.

Toward the middle of the hour and a half consumed by the dances and games a ripple of heightened interest expressed by turned heads showed that some one had attracted the attention of the dancers. It was Miss Elizabeth Burchenal, the young woman who as Inspector of Athletics had taught the teachers these folk dances. With her sister she had traveled through Europe visiting the festivals of the country-folk, and while she had learned their dances her companion had jotted down the music. And now these children of the transplanted peasants were being taught the steps through which their parents had shaken off the stiffness of their limbs and found forgetfulness of life's hardships.

At the close of the program Miss Burchenal inquired if there were any Hungarian girls present who knew the Czardash. The hands of two went up. In a twinkling she had seized the bigger girl by the waist and was whirling her around the room. Immediately the children scrambled

for partners and with eyes on the Inspector they began to imitate her steps. Falteringly at first, then more surely and finally with complete confidence, couple after couple made the movement their own until nearly the whole roomful was successfully tripping the intricate steps of the Hungarian national dance.

GIRLS' BRANCH OF THE PUBLIC SCHOOLS ATHLETIC LEAGUE

The kind of work done by this organization has been illustrated in the preceding account of the after-hours dances and games in an East Side public school. The manner in which it accomplishes its purposes is indicated in the following announcement taken from its handbook for 1909–10:

> In order to provide instruction in the events sanctioned for inter-class competitions, the Girls' Branch offers a course in dancing and athletics, free of expense, to public school teachers who will in return give one lesson per week after school to athletic clubs organized in their own schools. It will be necessary to have at least two teachers from each of the schools represented —one who can play the piano and one who can demonstrate—and not more than four.

During the past season (1909–10) 1100 teachers, representing 178 schools, attended the eleven classes in folk dancing and athletics conducted by Miss Burchenal and her six assistants in the gymnasiums of several high schools. The number of school girls instructed in turn by these teachers was over 13,000.

The competitions referred to take place between clubs of the same school only and not between individuals. To be eligible for an interclass competition every girl must have attended school for one month and have received a mark of at least "B" for the previous month in proficiency, and "A" in effort and deportment. The events include dancing, the games described above, throwing the basket ball for distance, and such other tests as may be sanctioned by the Public Schools Athletic League. In the high school competitions team games including basket ball are also used. In judging the dancing a score is made based upon (1) memory, (2) form and grace, and (3) spirit, each counting ten points. Every meet must include both dancing and games. The trophies awarded in these annual or semi-annual competitions consist of silver cups and bronze plaques—the latter being the more numerous—which have been donated by members and friends of the League. They usually bear plates upon which the names of the winning classes are engraved. There is also an official League pin, shaped much like the athletic badge given to the boys, which is bestowed upon the individual members of the winning teams or classes in these competitions. During the spring meets of 1909, 2365 of these pins were awarded.

The Girls' Branch favors dancing as an exercise because it has been found that more girls can dance in the same space than can engage in either

class athletics or team games, that one teacher can instruct more pupils in dancing than in any other form of athletics, and that it affords girls more pleasure and wholesome exercise than the games or sports. At the same time the organization is very much alive to the evils which might arise from the wholesale instruction of girls in an art that is so much employed upon the stage. It therefore has forbidden individual dancing or any exhibitions at which an admission fee is asked, but folk dancing at parents' meetings and other occasions when friends of the girls are invited is allowed. To prevent the rise of social distinctions a ban has been put upon the purchase of fancy costumes, the needful appearance of homogeneity being accomplished by the use of a colored hair-ribbon, a sash, or a scarf, which may be made of cheese-cloth or some other inexpensive material. Girls are encouraged to provide themselves when possible, however, with bloomers and suitable shoes which permit more freedom in exercising. To guard against the notoriety and unwholesome excitement which inter-school competitions inevitably produce they have been forbidden. At the same time the legitimate enthusiasm attendant upon large occasions, especially those out of doors, is annually allowed free play in huge May Day festivals.

The girls' clubs in the schools of Manhattan and the Bronx gather on one Saturday morning in the year in Van Cortlandt Park, while those of

Brooklyn meet in Prospect Park. A multitude of 4000 bright-eyed children, dancing the Carrousel or winding bright streamers around fifty May-poles upon the green lawn is a sight that lingers long in the memories of the parents and friends who crowd the edges of the vast field reserved for the sports.

Besides these big meets individual schools have little outings of their own. Thus during the past summer the girls of the Washington Irving High School trooped out to one of the parks and celebrated "Midsummer Day" with a varied program of games and sports. There were torch, hurdle and chariot races, the competitors in the last event being teams of four girls, driven by a fifth, running abreast and carrying a wooden bar with reins of ribbons attached to its ends. In one of the relay races the contestants had to carry large blocks which at the finish were built into a miniature house. Besides the fixed events there were opportunities open to all to swing in rings, climb ladders and use other pieces of playground apparatus. In the course of the afternoon an address was delivered by the president of the Public Schools Athletic League. Even more significant of the effective work being performed by the Girls' Branch are the private May parties, occurring annually, when children by the thousand throng the parks and carry out complete folk dances, with and without music, to the delight of the accompanying elders and friends.

The Girls' Branch was organized under regulations prescribed by the League and is supported by membership fees and private contributions from about one hundred public-spirited women. There are no district sub-leagues, but otherwise its affairs are administered in much the same manner as those of the parent organization. It likewise has no official connection with the Department of Education, though the latter has very effectively co-operated by inserting in its course of study many of the folk dances, by permitting its inspectors of athletics to assist the organization in its work, and by taking into consideration the character of the work done by the grade teachers who conduct the girls' clubs, when promotions are made.

Not the least of the important services rendered by the Girls' Branch has been its promotion of class-room games. At an early meeting of the League one of its prominent members donated fifty dollars as a prize to be awarded for the best original game that should be capable of use in a room with fixed seats and desks, engaging fifty pupils at one time, interesting girls as advanced as those of the sixth grade, and requiring a large amount of activity from all of the participants. About fifty games were submitted and sixteen of the best of these, including the prize game "Balloon Goal," have been compiled by Miss Jessie H. Bancroft, the assistant director of physical training, and incorporated in the official handbook of the

Girls' Branch which is published by the American Sports Publishing Company.*

ATHLETICS OUTSIDE OF NEW YORK CITY

Largely influenced by the work of the organization which has just been described, school sports have been organized and placed upon a permanent footing in nearly a score of American cities. Through a resolution of the Cleveland school board "athletic events and games are constituted a regular division of the course of physical training, and shall be provided for under the supervision of the Department of Physical Training in such manner, approved by the Superintendent of Schools, as shall subserve the purpose of physical training as herein stated, and be so arranged that every public school pupil desiring to do so, may be able to participate in activities of this nature appropriate to his age and development." Regulations governing the various athletic events are also given in detail.

A few instances will serve to show some of the principal variations in the affairs and methods of the different leagues. In New Orleans, Troy and Newark (New Jersey) the girls are allowed to have inter-school competitions. In the last named city these take the form of physical training exhibitions and athletic meets, the chief events in the latter being oat bag relay, chariot, Indian club and flag relay and potato races, and a thirty-yard dash.

*21 Warren Street, New York.

THE "CARROUSEL"—WHERE THERE'S ROOM

THE "TARANTELLA"—IN NO DANGER FROM TRAFFIC

In the place of a classification by weight, such as is used in New York track and field sports, Newark has adopted one based upon age and height, as follows:

Juniors—9 to 13 years, height less than 4 feet 10 inches.

Intermediate—Under 15 years, height less than 5 feet 3½ inches.

Seniors—Under 18 years, any height.

For each of these grades there is a button test involving jumping, chinning the bar and running. A boy who comes up to one of these standards is awarded a button costing twenty-five cents; on making the second he wins a forty-five-cent button and another worth seventy-five cents if, in a subsequent year, he comes up to the third standard. In Cincinnati the athletic badge test includes throwing a basket ball with two hands from over the head, besides the three other usual events. The Troy League does not believe in giving prizes to the individual competitors, but awards trophies to the schools represented by the winners. The annual presentation of these, however, takes place at a meeting in a large hall, which is attended by parents, friends and prominent citizens. The mayor, councilmen and school officials make addresses, and the boys who have won events during the year march up to the platform to the sound of orchestral music and are decorated with ribbon badges by the president of the League.

As in New York, the organization of leagues in Cincinnati and one or two other cities has been initiated by the director of physical training. In Seattle, where the school board co-operates by employing a man who gives his whole time to the work of the League, its inception was due to the director of the local Y. M. C. A., who had been inspired by a talk on the P. S. A. L. delivered by Dr. Gulick at the St. Louis Exposition in 1903. The Y. M. C. A. also started and still takes an active part in the school athletics of Troy. In Buffalo the superintendent of education asked a committee of school principals to take up the matter of organizing an association and it was a similar body of officials that instituted the Pittsburgh Public School Boys' Athletic League. In Schenectady also the school athletics are managed by the principals, whose enthusiasm is so great that they are able to hold successful meets without the aid of constitution or by-laws, or even circulars and blanks. The business is transacted at the regular weekly meetings presided over by the superintendent. In the new Pittsburgh League pupils from the fourth to the eighth grades inclusive, who are regular in attendance and stand well in deportment and scholarship (they must average at least 65 per cent in their studies), are admitted to membership upon the payment of twenty-five cents. This fee entitles them to admission to all concerts, exhibitions and meets held by the League. The Buffalo organization, in ad-

dition to the membership fees and private contributions, receives annually $3.00 from each school belonging, while the Cincinnati association besides similar sources of support receives an annual appropriation from the school board. In Baltimore the school sports are managed by an outside body called the Public Athletic League in which the school commissioners and superintendent of schools have a voting membership. The League holds an annual athletic meet for school boys and furnishes them with instructors in physical training and sports. The Newark Board of Education has provided a twelve-acre, fully equipped athletic field worth $75,000, while in Tacoma, Washington, a magnificent stadium has been constructed for the public school boys at a cost of approximately $80,000, a large part of which was donated by business men.

Besides the athletic undertakings which have been mentioned there are throughout the country many smaller enterprises ranging in importance from the activities of a voluntary association like that at Schenectady down to the three or four ball games played each spring by the village high school boys with nines from neighboring schools. While including generally no events like those of the badge test or class athletics, they afford in differing degrees the benefits of outdoor competitions, and in many instances promise to grow into permanent and more comprehensive schemes. In no place do the socializing, character-building effects

of promoted sports show more clearly than in the rural districts, where they have already demonstrated the capacity for meeting an increasingly recognized need. In 1906, Myron T. Scudder, then principal of the New Paltz (New York) Normal School, organized the Country School Athletic League of Ulster County, which at its second annual field day and play picnic had more than 1400 children from the neighboring districts, besides 200 high and normal school students and from 1200 to 1500 adults. The expenses were met by contributions from the Granges, the county teachers' association, private individuals and the proceeds of an entertainment given by the Normal School pupils. The badge test and class athletic events of the New York P. S. A. L. were both used as a part of the League's activities but, strange as it may seem, few of the country boys could satisfy the standards of the former and it was consequently not popular, while the group athletics were generally appreciated.

Baseball tournaments, track and field sports, and folk dancing are now carried on in connection with the vacation playground work of Newark and many other cities, and these features are undoubtedly destined to have greater and greater prominence in all branches of summer work for young people. Organized school athletics have also contributed largely to a wholesome celebration of Independence Day. One of the most enjoyable parts of the "monster" Fourth of July

program carried out this year (1910) by the city of New York was that of the free games held in eighteen parks well distributed throughout the five boroughs of the municipality. At each of these centers there were track events for the members of eleven different athletic bodies, including those from the public schools, the P. S. A. L. (elementary and high school) and evening recreation centers and playgrounds. No entry fees were charged the competitors, and gold, silver and bronze medals were awarded to the first, second and third winners in each event. The existence of these organizations all in working order greatly facilitated the efforts of the public-spirited men who strove to give the young people of the city an attractive substitute for the usual internecine diversions with gunpowder.

Folk dancing takes place in the after-school recreation classes for girls which Newark and one or two other cities, like New York, are now holding in class rooms and upon the roofs of school buildings. It also forms one of the recess activities at Pensacola, to which reference has already been made.* In this city, at first, the hallways were used for the games and dances, but later a platform was built under some fine trees out in the yard and a rented piano installed at which the high school students cheerfully take their turns. Here the girls lose all thought of books in the Looby Loo, Krakiavik, Ladita and the May-pole

*See Chapter VI, page 179.

or Barn dances, while out on the lawn others, under the leadership of teachers, are engaged in volley ball or some time-hallowed game that was played by their forefathers upon village greens in the old country. Meanwhile the boys, too, on their side, have good times jumping, chinning, and shot-putting, in short run contests and other outdoor events which are suited to class competitions. The enthusiasm of the teachers and the improvement in the school life which has grown out of these recess games have already been dwelt upon in the previous pages.

The effects of systematic sports upon the school—and precisely here the conscientious teacher rightly demands that they must justify themselves —are well summed up in the words of Mr. Lee F. Hanmer who, through his service as inspector of athletics in the New York schools and his later travels for the Playground Extension Committee, has had exceptional opportunities for observation:

"In cities where this work has been organized and given a fair test school authorities are practically unanimous in saying that:

First—Class work is better.

Second—The health of the school children is improved.

Third—A wholesome school spirit is developed.

Fourth—There is less trouble about discipline owing to the closer relation and better understanding between the pupils and teachers."

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These will be sent free on application to the Secretaries of the leagues in the cities mentioned.

XI

MEETINGS IN SCHOOL HOUSES

CHAPTER XI

MEETINGS IN SCHOOL HOUSES

THE following description of a school house gathering occurs in the attractive little volume, Home and School,* written by Mrs. Mary Van Meter Grice:

We meet the principal of the school at the head of the stairs, where he stands receiving those who enter. If he does not know the parents, he learns, on questioning them, what child or children they represent, and directs them at once to the class rooms of those children, where the teacher receives them and, for the half-hour before the exercises of the evening begin, talks with them of the young people in whom they all have a common interest. On the walls and on the desks are displayed the work of these children, so there is no danger that conversation will lag for lack of subject matter. We stand beside the teacher, watching with interest the mothers and fathers who enter. Among the group a man and woman especially attract us. They are so eager, so interested. The man holds a folded slip of paper in his hand, as, indeed, all do who enter; he comes forward, followed by his shy little wife, and in presenting the paper to the teacher with the question, "Is this Miss Jones?" reveals at once his nationality; he is evidently one of a group of English workingmen who have settled recently in a colony near the school, and who are occupied all day in the

*Grice, Mary Van Meter: Home and School. Christopher Sower Co., Philadelphia.

mills and factories hard by. Miss Jones opens the note and reads what she herself had dictated to her class the day before:

My dear Miss Jones: This note will introduce to you my father and mother, who would like to see some of my work.

(Signed) JOHN ARNOLD.

Looking up with a bright smile, she exclaims, in a tone of welcome: "Oh, are you John Arnold's father?"

The man gives assent, and in the same breath says: "How is John getting on with his arithmetic?"

"John?" smiles the teacher; "well, John is the worst boy in arithmetic I ever had." With this declaration she leads the way to a piano, upon which are piles of lesson papers, and invites the father to examine those belonging to his son. The man is interested, you can see from the animated conversation he holds with the teacher, from whom he continually turns to emphasize to his wife opinions evidently expressed many times before in the home.

"There, Annie, didn't I tell you so?" he exclaims over and over again. "I've wrestled all winter with John and his 'sums,' and could do nothing with him." All the while John's mother stands silently by. She has not spoken, but her face betrays her interest. Her eye takes in the room and its setting, and, when at last the teacher turns to speak to her, the question that falls from her lips reveals the attitude of her mind. No question of mental development this, no suggestion of attainment, yet we think we have never heard a more motherly inquiry: "Where does John sit?" . . . And as Mrs. Arnold nestles down in John's seat, and assures her husband that "it is comfortable," she looks for a few moments on John's world, her boy's battle-ground where he is fighting out his daily conflicts. . .

At eight-fifteen the sound of a bell announces the meeting which is to be held in the communicating class rooms on the third floor. This school is not fortunate enough to have an assembly hall, so fathers and mothers,

stout men and stouter women, are compelled to squeeze into desk seats that barely accommodate the half-grown boy or girl. The rooms are crowded—we judge there must be some three or four hundred persons. .

"What are they going to do?" one anxious mother whispers to another.

"I do not know," is the reply; "but it's something to make things better for the children."

There is music to begin with; some one from the neighborhood, or one of the teachers, has volunteered. The applause has barely ceased when the principal steps to the front and welcomes his guests in a few well-chosen words. He speaks to them of the problem which they hold in common; of the great help it would be to him and to all the teachers to know them better, and to feel assured of their sympathetic, intelligent co-operation. How could they co-operate? He tells them of some two or three ways in which they could help the school, ways that are related to that especial neighborhood, and then he repeats how glad he is to have them there and how earnestly he wishes this may be but the beginning of many such gatherings, and that the homes of the community and the school may become bound by indissoluble ties. . . .

We have been made to feel the importance of our calling, and we have been made *welcome*, which means much. Had there been lurking doubt about the matter, it would have vanished under the genial talk of the superintendent. He represents the city, and he tells us of the splendid results that have grown out of the awakened interest of parents in other parts of our own city and in other cities. He is full of enthusiasm for the movement, and long before he ceases speaking we are fired with the wish that our school might have some such organization connected with it, too. Still we are wondering just how it will come about, when suddenly we are conscious of a woman's voice breaking the silence that has followed the last address.

"Mr. Chairman," she is saying, and we turn around to see one of our neighbors, who is always in the fore-

front of every good movement, standing, with flushed face and eager manner—"Mr. Chairman, why could not we have a Home and School Association, such as we have heard of tonight, formed in this school?" That is just the question the chairman has been wanting asked, and we are rather inclined to suspect our good neighbor was instructed to ask it. He comes forward and says with alacrity:

"There is no reason at all. How many persons in this room would like to see such an Association formed?" One sees a sprinkling of raised hands, but they are enough to secure a beginning. Then follows the usual "business" of presenting a constitution and by-laws and the election of officers. Our suspicions are confirmed by the time all this has been done; we feel assured of the wisdom of the chairman; we know plans must have been made before the meeting, for it certainly is not by accident that people so fitting to each office should have been proposed on the spur of the moment; we recall with chagrin the last Ladies' Aid meeting over which we presided, and for which we had failed to plan; how the most scriptural thing about it was the common consent with which "all began to make excuse" as soon as suggested for any position.

The chairman announces that the names of those desiring to become members will be taken by persons in the different rooms. The annual dues of twenty-five cents can be paid tonight or sent later. A pleasant confusion ensues, during which we turn and talk to our nearby neighbors or listen to the men about us discussing topics of current interest. Suddenly in our midst some twenty girls of the upper grade appear with coffee and cake. With absolute literalism the last vestige of "ice" melts before the fumes of that hot coffee, and in the "breaking of bread" we get very near to many of those whom we have known by sight only.

The author writes out of her long experience at the head of the Philadelphia Home and School

League, and the account not only gives an excellent example of the occasions under consideration, but shows the manner of starting the kind of organization which more than any other in the United States holds these assemblies. Further details of the organization, its character and functions, may best be shown by resorting again to a typical case. In the Dunlap Home and School Association of Philadelphia women fill all the offices except that of vice-president, and the president is the principal of the school with which it is connected. At its public meetings, held monthly during the school year, such topics as these are discussed: "Cigarette Smoking," "Benefits Accruing from Small Classes," "School Habits from Parents' Standpoint," "How to Bring the Home and School into Closer Relation." As the Board of Education furnishes the heat, light and janitor service the meetings involve practically no expense, and the twenty-five cent dues received from the 350 members are expended for athletic supplies, playground apparatus and other things used by pupils. Practical interest in children was further shown one year by securing the establishment of a kindergarten and by joining with the other associations of the city in the production of a carnival in the armory. The next year the society planned to secure an athletic field for its section of the city and to extend the school's influence by means of gatherings of a social character. Some associations hold

only three or four meetings during the year while others vary their annual programs with receptions, illustrated lectures, musicales, or bi-monthly entertainments in which story telling, athletic contests, games, dancing, and refreshments form the means of enjoyment. Their other activities are equally varied. Dancing and child study classes, demonstration lessons in sight singing and physical exercises, oiling the school house floor or renovating the building, and planting trees in the yard, organizing purity leagues among the boys and flower clubs among the girls, supplying the sick poor with medicinal aid,—these are but a few of the services they perform for the community.

The League already mentioned was formed through the federation of these associations, now sixty in number, which exist in and around Philadelphia. Its purposes, as stated in the constitution, are (1) to further all movements toward the perpetuation of the correct ideal of the American home, and (2) to insure intelligent co-operation between the home and the school. Each constituent association elects one of its members to serve upon the League's board of managers and pays annual dues of one dollar or more. In return the local body enjoys the privilege of the bureaus of speakers and entertainments which the League maintains. It acts also as a clearing-house of information and inspiration, accomplishing this service mainly by circulating printed matter and holding an annual conference in the

fall and a joint entertainment in the spring. In addition, the League bears the initial expense of forming new associations and pays many of the supervisors and helpers who are employed in the social centers already described in Chapter IX. Among its standing committees may be mentioned those on literature, library distribution, story telling, school lunches, and the further use of school buildings. These indicate the lines along which it collects information, gives counsel and, in the case of story telling, is active. Affiliated with the League are fifteen other organizations which include civic clubs, alumni societies, a chapter of the D. A. R., two mothers' clubs, a couple of women's clubs and the Public Education Association.

A similar federation is the Boston Home and School Association which, organized in December, 1908, with nine component "parents' associations," has now over a score of branches meeting in the school houses of as many districts. Their gatherings for the most part occur monthly during the school year and the topics discussed by the physicians, trained nurses, educators, social workers and other prominent persons who cooperate have included: "The Father of the Boy," "Two Points towards the Making of an Ideal Mother," "The Relation of Breathing to Health," "Home-made Toys," "How to Make Housework Easy," "Where to Find Free Amusement," and "What our Children Ought to Know." As in Philadelphia, the pupils of the school or their

friends frequently entertain the audiences with piano, violin and chorus music, and readings, after which the evening is rounded out with refreshments and a social hour. One association gave an "apron and necktie party" at which social dancing was enjoyed.

How easily the problems of hospitality are solved is shown in the following report from the Francis Parkman district: "We have had coffee at most of the meetings, sold us at a reduction by a store-keeper; cream supplied at a reduction by another member; sometimes paper napkins are given us, with the name of the firm printed on. We make the coffee ourselves on a gas stove at the school, and we wash the dishes ourselves. Refreshments at an average cost $1.50 a meeting. We have bought one hundred cups and saucers, $10; 144 spoons (at wholesale), $4.00; plates, 40 cents; pitchers, 70 cents; and before the next meeting shall have a coffee boiler. We have had fruit punch once." The Chapman School Parents' League held a neighborhood improvement contest in which four prizes of $5.00 each were offered those residents who during the summer should show (1) the best kept home premises, (2) the best flower garden, (3) the best vegetable garden, and (4) the best window boxes. In another association the practical work took the form of securing electric lighting for the school and of purchasing books on moral training to be loaned to mothers.

The major association disseminates information among the branches through a monthly news letter, conducts a lecture bureau, distributes seeds for home and school gardens in co-operation with the Boston Social Union, combines with the Woman's Municipal League in arranging art exhibitions in the public schools, with the schoolmasters in instituting a vocation bureau and with other civic and educational organizations in pushing the "Boston-1915" movement. Its theatre committee investigated the manner in which some 3300 school children spent their evenings and published the results of their study. The committee on hygiene, out of consideration for pupils' eyesight, has exerted its influence to have the school windows kept clean, and is now engaged in a study of the nutrition of anemic children. Lists of books and pamphlets suitable for parents, boys and girls have been published by two other committees, while the seven members assigned to the promotion of a "further use of school buildings," acting in an advisory capacity to the Boston School Committee, have proposed an elaborate plan to secure such use, which the municipal educational body has accepted.

In Auburn, New York, the Parent-Teachers Clubs which are connected with eight public schools have formed an association which annually raises funds, hires directors and conducts playgrounds at five different centers. During the past year it asked the secretary of the State Probation

Commission to visit them, explain the details of its work and propose methods for introducing the probation system in Auburn. The association then appointed a committee which secured the co-operation of the Men's Federation, the labor unions, and many other clubs. The campaign for creating public sentiment culminated in a large public meeting at which addresses upon the need and value of probation work were made by prominent persons. The resolutions prepared at this meeting were adopted by all of the co-operating organizations and their presentation to the Common Council and Board of Estimate and Control resulted in the appropriation of a probation officer's salary and the appointment of a capable man to fill the position.

The seventeen mothers' clubs connected with the Houston, Texas, schools during the first two years of their existence raised by means of entertainments, contributions, and dues, over $21,000. This amount was expended in providing hot, nutritious lunches for pupils, purchasing or renting pianos, framing pictures, maintaining kindergartens, equipping school kitchens and securing many other educational benefits for their children which could not be obtained from school moneys.

At Public School Number 40 in New York City a home and school association has been organized which holds two public meetings a year, at which the parents, pupils and graduates gather, enjoy a program of music, readings and folk dancing and

get acquainted. The winter entertainment is arranged by the pupils; that in the spring by the parents and friends of the school. The annual membership dues are $1.00, which with the contributions received are used in publishing a school magazine, purchasing pictures and casts for school walls, uniforms for the athletic teams, and bunting for the indoor meets. The association also distributes second-hand clothing among needy pupils. By collecting and repairing worn-out shoes thirty-five boys were shod at a cost of only $6.00. Such societies as these, filling in the gaps between the home and the city care of children, are common in the schools of New York and in many other cities throughout the land.

Nor is the movement confined to urban communities. Up in Newaygo and Oceana counties, Michigan, there are teacher-patrons' associations under the auspices of which the farmers, their children and instructors get together in the school houses, discuss their mutual problems, and relieve the monotony of rural life with social meetings. These meetings became so popular and their effects so far-reaching that the name "Hesperia movement" was given to them, after one of the towns in which there was an especially strong association. In the country districts of other states also the school house is used for Sunday services, while in the villages of the southwest where homes are small and halls few, it is the place not only of religious gatherings but also of dancing

parties and of various other kinds of assemblies. Concerning the value of parent-teacher associations for enriching the life of the rural districts, County Superintendent O. J. Kern writes in a recent article: "The country people have it in their own power to make country life so attractive that *more*, not *all*, of the farm's best crop—the boys and girls—will not go to the cities with the high bred corn and fat cattle."

As to the regard in which activities of this sort are held by city schoolmen, the opinion is so unanimous that a single expression of it will suffice. In a recent report Superintendent William H. Elson of Cleveland writes: "No phase of school work is more important or far-reaching. To enlist the active interest of the home in the work of the children and in the welfare of the school is to foster mutual good-will between the teacher on the one hand and the parents and pupils on the other. Parents' meetings and mothers' clubs contribute valuable aid, the helpful and supporting influence of which was distinctly felt in the conduct of the school."

The organization which more than any other has promoted the formation of mothers' clubs and parent-teacher associations is the National Congress of Mothers.* Its branches now exist in thirty-two states and the number of clubs and associations which make up these state bodies

*The permanent address of the National Congress of Mothers is 806 Loan and Trust Building, Washington, D. C.

ranges from 20 to 170. Booklets and other printed matter giving lists of speakers and information about the activities of the Congress, and telling how to organize home and school societies, are furnished upon application.

So strong is the desire to secure the co-operation of the home that there is a growing tendency among schoolmen to create occasions when the presence of the parents at the schools may be officially requested. Thus in Los Angeles the fathers and mothers of the pupils examined by the school physicians were invited to a conference by the director of the school department of health and development. Twice during the year the Harrisburg, Pennsylvania, parents receive personal invitations to visit the schools and inspect the work of their children. After dismissal informal receptions are held when teachers and visitors get acquainted. The parents of children in a New York school and members of the G. A. R. were invited to attend the dedication of some statuary representing historical characters which had been purchased by the principal and teachers to decorate the halls and rooms. During a recent celebration of Lincoln's Birthday in the same city, meetings addressed by judges, clergymen and many other prominent persons were held in each school district for the people of the neighborhood.

Another class of gatherings is made up of the meetings of miscellaneous societies which find the class room or assembly hall inexpensive and con-

venient quarters for their activities. The Winchester, Massachusetts, Orchestral Society holds its rehearsals in the high school where also the local Handicraft Society has a room, the slight expense of opening the rooms at night being borne by the organizations. In Cambridge the Historical Society and the Anti-Cigarette League hold their sessions in class rooms, as does also the School Master's Club of Quincy. The Wyckoff Heights Taxpayers' Association of Brooklyn recently announced "a grand educational meeting" to be held in a public school at which "Child Conservation," "Recreation for City Youth," "Public Drinking Cup Dangers," and similar topics would be discussed by competent speakers. In their efforts to create and maintain public interest in better school facilities, roads and sidewalks, and more beautiful parks, the Federated Improvement Associations of Syracuse also make use of school assembly rooms. The vitalization of the recess periods in the Pensacola schools, already referred to in previous chapters, is reported by a School Improvement Association which meets the "second Friday of each month at School No. 1." Through the agency of special committees on school grounds, decoration, gardening, inspection, attendance, manual training, domestic science and free kindergartens a progressive group of parents, teachers and business men accomplish their purpose of "doing whatever may promote the highest efficiency of the public schools of Pensa-

cola." About one hundred and fifty similar associations have been formed in Florida and they exist also in other states.

Class rooms and halls are used by school officials for their teachers' extension courses, music classes, conferences and other professional meetings, as well as by such voluntary organizations as the Federation of Public School Teachers and Society of Pedagogy; but such occasions being well-known, and related more particularly to the day school activities, need not be discussed here. In a similar category are the multitudinous pupil societies which are found especially in high schools, whose meetings occasion more or less use of class rooms after school hours. Glee, orchestra, whistling, mandolin, reading, French, history,—clubs with these names abound on high school bulletin boards, and to the list may be added many other societies, such as the Treble Clef Chorus, Congress, Senate, and Associated Student Body. As to the value of these organizations there is a division of opinion among school officials. The principal of the Central High School in Washington in his report for 1907 says: "The school has studiously refrained from giving anything like an official sanction to any of these clubs and has developed a sentiment which prevents any meetings except on Friday or Saturday nights. Much more remains to be done in awakening parents to a realization of the danger to the pupil from all this scattering of his energies and in making them understand that because a

club has a school name it is not necessarily a vital or necessary part of the school life." The Chicago Board of Education in 1908 adopted stringent measures against secret societies in high schools, but at the same time it "Resolved, That so far as possible a room shall be set aside in every high school for the social uses of the pupils, and that every opportunity be granted them for an organized social life, which shall be open to membership to every pupil in the school."

A still more hospitable attitude is that of Principal William R. Lasher of Brooklyn, who wrote in a recent article: "It has been the policy of Erasmus Hall to welcome every organization that arises among its pupils, provided that the purpose for which such organization exists is a good one. One group of pupils formed an excursion club for the purpose of visiting manufacturing and power plants of scientific interest; another group formed the 'Monday Club' for the encouragement of original work in literature; other groups formed fraternities and sororities for purposes largely social; and so on through a long and exceedingly varied list of associations. Toward all of these the principal has assumed a uniform attitude of approval and encouragement, the main restriction imposed being that each organization must secure some member of the faculty to be responsible in a general way for seeing that the affairs of the organization are conducted in a proper manner. The result of this policy has been that the school

has become the center of a great deal of student activity, some of it purely social, some of it scholastic, and connected more or less intimately with the work of the class rooms. The field covered by the many organizations engaged in this work is so wide that few pupils are likely to remain in the school for the full course without having some part in it. These societies interest the pupils in the school. They are a strong influence in retaining pupils to complete the course, and are thus an efficient aid in reducing the much-talked-of 'high school mortality.' They create a fine school spirit and inspire among the pupils an intense loyalty which is retained by the graduates."

An example of the common attitude of school authorities towards the meetings of outside bodies is found in the rule of the Philadelphia board: "School buildings and grounds shall be used for educational purposes only." This regulation does not, as has been shown, exclude parents' associations, which is the usual construction placed upon it in the many other cities where it obtains. In New York, "applications from organizations having no relation with the schools or the Board of Education are always disapproved," but the instance of the Brooklyn taxpayers' association shows that a manifest interest in the welfare of children is a sufficient kind of relationship. In Detroit, where the board rule specifically permits the use of school buildings for "teachers' meetings for educational purposes, semi-annual graduating

exercises, semi-annual alumni meetings, meetings of students of the schools for musical or literary exercises," these limits have been passed to the extent of allowing public meetings under the Federation of Women's Clubs and occasional gatherings of a semi-political character. The same tendency toward greater liberality appears in recent actions of the Newark board. While drawing the line strictly at occasions with political or sectarian objects, it has in one or two instances given way before the pressure to admit neighborhood and citizens' associations to its buildings.

The arrival at a definite and progressive position is seen in Syracuse, whose admission of improvement associations has already been alluded to, and in Milwaukee where the following rule has been adopted: "Public school buildings may be used for other than public school purposes as herein provided. Whenever three or more reputable and responsible citizens of the City of Milwaukee shall make a written request to the secretary of the board for the privilege of using one or more rooms in a public school building for public meetings of civic and other associations, at which meetings questions of a public, civic and educational nature may be discussed and lectures thereon given, the same to be divested of partisan and religious bias, and said meetings to be open to all the public and free, the secretary may, in his discretion, issue a permit to make use of such room or rooms without expense, conditioned, however, upon the payment

of any damage which may result therefrom." The advanced position taken by the Rochester board has already been indicated in the chapter on social centers.* In both Columbus and Chicago the school board proceedings disclose instances where religious organizations have been granted the use of school auditoriums.

The London County Council schools are let in accordance with a regular scale of fees for Sunday schools, political meetings, for use as polling stations and many other purposes of an educational character, and this is the general custom throughout England. That this practice has financial advantages which are not lightly to be rejected is shown in the case of Nottingham, whose lettings in a recent year amounted to £555 15s. 9d. about $2684.43. Kansas City, Missouri, received some $300 one year from the rentals of high school assembly halls, and other American cities also find a source of income from the use of buildings by outside organizations.

"The formation of numerous parents' associations," says Superintendent Poland, of Newark, "in connection with the larger schools, and the consequent need of a suitable room for assembling, served to create a strong public sentiment in favor of providing every new school building with a spacious assembly hall." And so effective has this feeling been that many cities like Newark now include an auditorium in the plans for all new ele-

* See also rules given in Appendix B.

mentary and high school buildings, while others are gradually constructing such rooms in the buildings already standing.

Thus the wider use of the plant, as happens generally in the realm of Nature, makes the school plant grow. Then, to complete the circle of effects, the growth occasions a demand for more use. As evidence of this, note the following from Superintendent Wilbur F. Gordy, a kind of statement which is seen more and more in school reports and whose repetition makes it a trustworthy harbinger of the near day when the utilization of school property will be as complete as here urged:

"The school buildings of Springfield represent an investment of about two and one-half millions of dollars. They are occupied by our day schools about 190 days in the year and a very few of them for evening school work about 75 evenings in the year. A limited use of them is also made by the Playground Association. Beyond this, little, if any, use is made of this large property. We as a municipality are not getting the most out of our school buildings. Every school house, so far as possible, should become a center of community life. They should be open for lectures and public gatherings, and as large a use made of them as is consistent with their primary object, the housing of our school children."

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XII

SOCIAL BETTERMENT THROUGH WIDER USE

CHAPTER XII

SOCIAL BETTERMENT THROUGH WIDER USE*

THE superintendent of a prison was asked how many of his convicts had a trade, and he replied, "Not one: if they had they would not be here." To discover why people were without trades the Massachusetts Industrial Commission made an investigation into the occupations of children who begin work between fourteen and sixteen. It found that 68 per cent were acting as errand boys and messengers or holding equally uneducative positions in the textile mills and other unskilled industries.† A New Jersey commission found a similar labor condition in that state. In answer to inquiries manufacturers and builders replied: "The dearth of skilled workmen is due to a number of causes. Apprenticeship no longer finds favor with the average beginner in the industries. . . We cannot afford to pay our apprentices high wages, for their instruction is expensive for us. . . The constant tendency of modern industry to be-

* For outline of this chapter, see page 381.

† Report of the Massachusetts Commission on Industrial and Technical Education, April, 1906. Page 88.

come specialized is another cause of the dearth of skilled workmen."* These facts reveal but one of many troublesome social conditions resulting from the extraordinary changes which, in the past two centuries, have taken place in the occupations of men and women.

In the days when the foundations of our present school system were laid, the mass of the people were farmers. Carpenters and blacksmiths gained much of their living from the ample gardens surrounding their shops. The shoemaker and the clothes-maker worked in farm houses, while even the lawyers and the doctors tilled the soil at the same time that they practiced their professions. In fact, all of the necessities of life in those days were produced in an agricultural environment by a people whose main occupation was farming.

Then came the birth and flowering of an unsuspected national genius for inventing machinery. The weaver was soon gazing with amazement upon a machine that wove yarn into cloth faster than he could do it. The cobbler saw the sole stitched to the upper by a mechanical device that never grew tired in the back or suffered from sore hands. And so it was with nearly all of the household industries. Machines were made which took the place of fingers.

When iron and brass, however, were put to doing the work hands had done, it was found

* Report of the New Jersey Commission on Industrial Education, April, 1908. Page 21.

necessary to divide the making of each article into a large number of smaller jobs and to contrive a different machine for the performance of each. It was not possible to invent one that could make all the parts. Whereas the production of a pair of shoes had been the work of one man, it now became the product of the successive performances of several score of machines, each directed by a different operator. Thus the number of distinct occupations was vastly increased.

To become the runner of a machine takes only a few months of practice, but after this training the man is not so well equipped even for this labor as was the craftsman of old who had to learn the whole trade. In turning his hand to one after another of its various tasks the latter acquired agility and skill, and coping with a wide range of situations cultivated self-reliance that gave him the power to meet with success whatever change of circumstances fate might bring him. But the operator of today is stunted intellectually and physically by his work. His muscles once trained to go through a certain series of movements need little further direction by the intelligence. The result is, that if a new invention renders a modern machine obsolete, a disabling accident happens to the laborer himself, or any other shifting of circumstances plucks him out of his position, his ability to earn a livelihood is greatly lessened. So while it is now possible to become a wage-earner more quickly than

in the earlier days, it is also possible to lose the job with even greater celerity, and the latter event occurs so often that society is continually called upon to relieve the wants of the unemployed.

The constant sight of men seeking but unable to find work has led to a study of the causes of enforced idleness and to the creation of such commissions as have already been mentioned. Lack of early industrial training is found to be one of these causes. To supply this need people have naturally turned to the schools, and today there is no more important question in the minds of educators than how to prepare their pupils for industrial life. The day-school systems show an increasing number of attempts to meet the situation by inserting manual training into the elementary course, by establishing technical high schools and vocational classes. These efforts, however, have not proved adequate. Manual training has little standing with the advocates of a narrow technical education and is coming into even worse repute with those of academic predispositions who see in it an additional burden to an already overloaded elementary curriculum. The technical high school is of small avail to the large number of young people who are early driven to work by family necessity, while the vocational direction which must be supplied in both cases, if energy is not to be frittered away in preparing children for unsuitable occupations, is given with

difficulty to youths whose tastes and individual capacities have not yet distinctly emerged.

Evening instruction, on the other hand, is not under the same handicaps, even in its most general forms. The imparting of knowledge which has only a cultural value to persons who have spent the day in manual toil can be defended on purely practical grounds. There are no vocational responsibilities because the pupil has either already satisfactorily settled the matter of occupation or is finding in the night school, with its varied courses, an inexpensive opportunity to prepare himself for a kind of work better adapted to his abilities. Instruction which actually improves the skill of the workman who has found his trade not only receives the unqualified support of organized labor, because it does not disturb the labor market, but has a proved monetary value to the recipient. The weekly earnings of the graduates of the Newark Evening Technical School have already been shown.* A letter of inquiry sent to about one hundred recent members of the Springfield Evening School of Trades asking if they had been financially benefited by the class instruction was answered by eighty men, every one of whom had received an increase of wages as the result of his attendance. Six had been raised $2 per day, five $1.25, while the average increase for all was no inconsiderable sum.†

* Chapter II, page 36. † Report of the Massachusetts Commission on Industrial and Technical Education, April, 1906. Page 181.

The chief factor in the success of these two schools is the closeness with which the instruction is fitted to the actual and immediate needs of the pupils. The attainment of this adaptation, experience shows, is primarily an administrative matter, and is accomplished mainly through the formation of a body of people who are especially interested in the success of one particular evening school, or system of schools. Both the school board and the superintendent have all the schools —elementary, intermediate, secondary and normal—on their hands, with the result that the night schools receive only the margin of attention left after the day system has been fully provided for. When a special committee on evening schools, however, is constituted within the board, a body is created which places the interests of these schools first and which can justify its existence only by attending to them. The foreign practice of having special representatives of both employers and laborers upon the advisory committee, for the sake of their advice upon the subjects of instruction and the selection of competent teachers, will undoubtedly be adopted in this country and the classification by trades, which has already begun, will be carried nearer to the degree it has reached in Germany.

The social and physical welfare of pupils is also receiving attention, and the time seems not far distant when the kitchens and lunch rooms now being installed in high schools will be utilized

to furnish meals for evening students. This will save the time now lost in traveling from shop to home, changing clothes and traveling to the school. With such an arrangement it will be possible to introduce recreative features into the evening program and by having the pupils sit at table with the instructor an atmosphere resembling that of a college commons may be created. Efforts are already being made in some evening systems to help the pupils find positions, and the maintaining of an employment bureau is coming to be regarded as a function of the social center. The existing night schools are furnishing thousands with greater skill and broader knowledge, but when the leavening process now at work in evening school administration shall be completed the specific needs of the unskilled laborer will be more fully met.

Another result which has followed the minute subdivision of labor and the expansion of modern industry might be termed social stratification. The smash-up of the old trade system and the herding of people into compact groups wherein every one does precisely the same kind of work, the withdrawal of the various craftsmen from their connection with the soil which had put them all on a common footing,—these changes have tended to break up the old social solidarity.

The separation of society into sharply defined parts has been further completed by in-pouring streams from alien civilizations. In the early

days we were content to produce only the quantity of goods needed for ourselves. But with the increased facility of production afforded by machinery and the new-found mines of coal and iron we grew ambitious to supply the whole world. We laid out more work than we had hands to do and the resulting opportunity to labor is responsible for the inundation of workers from over the seas. Within the past ninety years a score of different countries have sent us a total of over twenty-six millions of people, and today the persons of foreign parentage among us form over a third of the whole population.

Machinery sliced us into horizontal layers, and immigration, by cleaving us vertically, has chopped us up into isolated chunks. It has added to each of the artisan classes an element that by reason of its strange manner of living and foreign tongue does not mix with the rest of the group. We have reached a state wherein there are not only social gulfs between the merchant and the bricklayer, but also fissures running up and down through the laboring classes which separate Gentile and Jew, Irishman and Italian, Pole and Portuguese, even though they work side by side.

One of the most unfortunate effects of this disjunctive condition is the difficulty experienced by the various members of the community in seeing in their proper proportions, facts which are of vital importance to the whole body. If the doctors alone see the threatening plague it

Improving Their Skill After Hours

Learning to Make Their Own Furniture
IN NEW YORK EVENING SCHOOLS

will be very difficult to secure from the public at large that united action necessary to prevent its advance. How serious this evil is, becomes more apparent when one realizes how many things it is necessary nowadays for all the people to know. A very important class of these things is composed of the essential facts about the government and the persons designated to carry it on. In the bygone days when the people met in the town hall to vote on public questions, the matter was comparatively simple. Every voter knew just how the ordinances were made and enforced, how the taxes were collected and for what they were disbursed; and he generally had first-hand knowledge of the qualifications of those neighbors who aspired to serve him in a governmental capacity. When, however, the town became a huge city, the burdens laid upon the local government were greatly multiplied. Besides protecting life and property it was now called upon to put out fires, carry away rubbish, prevent the spread of disease, supervise amusements, maintain parks, conduct a water supply, administer a greatly extended system of education, and perform many other functions never imagined by the authorities of the old town system. The machinery necessary to carry on such vast activities has become so immense and intricate that to acquire a complete knowledge of it in some of our larger cities would consume the better part of a man's life. With the need

of the voter to know so much, and the slow growth of a public opinion which would restrain unscrupulous politicians, it is not strange that favoritism, extravagance and inefficiency should be found so frequently in our city halls.

For the removal of the conditions upon which graft government rests we have no institution which promises greater effectiveness than the public school in its enlarged capacity. Political gatherings, especially in local campaigns, are so frequently held in low places that respectable persons, those most capable of intelligent action, stay away and leave the vicious elements in control. "The school houses are the real places for political meetings," said a county committeeman in a Rochester social center. "I do not mean that they should be opened to any one political party, but to all. Why should I be compelled to go into a barroom to address a political meeting, where the bartender is using me to advertise his beer? Why should I be compelled to go into smoke-filled rooms to talk on political issues when we have buildings like this, where those things can be taken up?" And there has never been a time when wide and thorough discussion of public affairs was more necessary to civic welfare. The direct primary plan, upon whose potency for reform so wise a statesman as Governor Hughes has laid such stress, demands more participation in political activities than the mass of

the citizens has ever given. If voters are to depend less upon party organizations for their electoral thinking then there must be an agency through which they will be brought together, encouraged to try out their facts and opinions in debate, and be fired with sufficient patriotism to take them to the voting booth. Governor Hughes recognized both this fact and what instrument was best fitted for just this service when he said to the Rochester civic clubs: "You are buttressing the foundations of democracy." The school-house civic club, by affording a neutral meeting ground for citizens and officials, becomes a platform for the discussion of municipal affairs and enables the constituents to become better acquainted with their public servants. The city official who describes the work of his department not only gives pertinent information but deepens in his own conscience the sense of his accountability to the people.

Another source of non-partisan public spirit and impartial civic information, as well as general culture, is the free lecture. Concerning the appropriateness of using school houses for this purpose Dr. Poland has said: "The school building is the common forum where men and women of all social and intellectual grades meet on a level, as nowhere else—certainly not in houses of worship, since there they are necessarily divided into separate and distinct communions. At scarcely another place, except it be the polling

place, can men of all classes meet on a common basis of citizenship; and even at the polls men are usually divided into hostile camps. Anything that draws men together on a common footing of rights, powers, duties and enjoyments is a great social and moral power for good citizenship. Next to the public school, which tends to obliterate hereditary and acquired social and class distinctions, the public lecture held in the public school house and paid for out of the public purse is the most thoroughly democratic of our public institutions."*

In the evening classes are many persons who are piecing out a defective education through the study of science, art and literature, thus acquiring the intellectual ability which will enable them to separate men from measures. From history they are learning how institutions grow and getting that sense of perspective without which the future sometimes seems so dark and the present evils so unbearable that revolution and anarchy offer the only alternatives. An even more obvious civic service, that of aiding in the assimilation of the immigrant, is performed in the night school where the alien is taught our tongue, our history and our institutions. The civic club and the use of the school building as a neighborhood center afford also other means for breaking down the prejudices which bar the

* Annual Report of the Newark Board of Education for 1907, page 177.

foreigner from native circles and make him a menace in our politics. The way this public hospitality works was told by a prominent member of one of the Rochester Italian civic clubs. "When you meet the Italian halfway," said he, "as you do in the social center, recognizing that he, as an Italian, has something to bring, something to contribute to the common store, when you teach him to love and honor the American flag and all that it stands for to you, by showing some respect for his flag, and all that it stands for to him, then you make him feel that he must be worthy of his larger citizenship."

Likewise the training of girls after class hours in the folk dances of Europe furthers race amalgamation. When the poor peasant first sees his daughters dancing the steps which are bound up with his most cherished memories of the fatherland his heart is filled with gratitude, and later, at the picnic or outdoor festival where he and they trip through the intricate figures of his national dance before an applauding American multitude, he realizes that he is transformed from an object of disdain to one of interest, his equanimity breaks down, and his feelings overflow. After that he "belongs" to America, too.

How easily the ordinary public school plant becomes the focussing point for the social activities of the neighborhood has been shown in the description of the Rochester Social Center Number Nine. Besides being a day, evening and vacation school,

and serving as a public clubhouse for men, women, boys and girls, the building is used as a moving picture theatre, a lecture hall, a gymnasium, a bathhouse, a dance hall, a library and a playground house. A free dental clinic is to be established in it and it has already become a public health office. Its yard is used as a playground, an athletic field and a school garden; with a little more ground for a park the whole plant would come close to a realization of the ideal social center. Is there any other American institution that so naturally attracts to itself all the varied interests of the community? The standard for elementary school construction now being adopted in the leading cities calls for a gymnasium, baths, reading rooms, a kitchen, a workshop and an assembly hall. Once these facilities have become general in school buildings it is inconceivable that communities will allow them to remain idle after day classes are over. Then neighborhood and civic centers will be found on every hand, and our community life will be cemented into a social whole. A more intelligent and penetrating civic mind will make it more difficult for graft to fasten upon the municipal body.

The substitution of machinery for hands, the removal of industry from the household to the factory, is mainly responsible, as has been pointed out, for that widespread movement of the people which has gathered them in from the open coun-

NEW YORK SCHOOL GIRLS BREAKING DOWN RACE PREJUDICE

try and huddled them up in the close city. This congestion of human beings in the arteries of commerce has become greatest in the region between Maine and Pennsylvania. In 1900 it was ascertained that in this section sixty-five out of every hundred persons were trying to exist, labor, and go through the daily round of life in the midst of communities the smallest of which numbered 4000 and the largest 3,500,000. As the human density increased, the waste which nature used to absorb so quietly and inoffensively began to turn into a source of pestilence. The germs of disease found, in the distributors of the city's food, new channels by which they traveled more freely than ever, leaving typhoid and tuberculosis in their trail. In short, the physical environment changed more rapidly than mankind and the result was pain and sickness.

But the city disease evil is already giving way before the purifying forces of scientific sanitation and preventive measures. The public school, now enlisted in the campaign, has done much toward this end. It has added hygiene and physical training to its day curriculum and put gymnasiums and shower baths into its buildings. Skilled medical inspectors and trained nurses are caring for the bodily ills of its pupils. It is beginning to remove the walls of its class rooms and to teach the tuberculous in the open air. But in the extended character of its work there is much additional assistance that it can, and does, give.

The school-house roof, when flat, makes an excellent place for open-air classes, while in the yard, gymnasium, and class room can be organized after school, Saturdays, and in vacation time the sports, games and dances which build up the body and enable it to resist disease. In the summer school, children are taught hygienic cooking and the first care of the wounded. The playgrounds are used as day nurseries and furnish space for the distribution of pure milk for infants and health talks for their mothers. Through public lectures, social centers, and meetings of the parent-teacher associations a constant stream of information and advice on hygiene is pouring out upon city populations and making them wiser and more wholesome in their living. But the most important effect of this adult education is the paving of the way for city planning, the movement that aims to prevent the congestion which is responsible for the urban disease problem.

Very closely related to this subject and caused by the change in the mode of living, is another mal-adjustment that is irritating the nerves of society. In the days when the family lived in the country the children were able to stretch their limbs and expand their chests by roaming the hills and pastures. The attic and the barn allowed them plenty of room for that rehearsal of the rôles of grown-up life which we used uncomprehendingly to call mere play. But play finds small opportunity in rubbish-cluttered alleys and the diminu-

tive areas which surround the city tenement. If boys attempt in our streets even a weak imitation of the freedom enjoyed in the farmer days, we arrest them and deprive them of their liberty. But exercise of body and discipline of mind and temper which come from play and competitive games are necessary to the development of strong men and robust women. An organism whose growth has long been dependent upon certain activities cannot suddenly be transplanted into an environment which cramps, perverts and sometimes entirely prohibits them, without exhibiting symptoms of derangement. It is really a question of an outlet for physical energy, but we have branded it juvenile delinquency.

But whether or not it is a matter of morals, the evil can best be cured by removing the conditions which have produced it, and here again the further use of school property is of great service. In school yard and basement where horizontal bars, flying rings, jumping standards, potato races, basket ball, folk dances and organized games are now available on Saturdays and vacation days, the modern school house is restoring to American boys and girls that opportunity for play and fun which their healthful growth demands and which urban life has come so near to taking away. Winter recreation is being provided through a fuller use of the gymnasiums, assembly halls and class rooms. Young men and women after a hard day at the desk or counter are finding diversion

and recreation through the long December evenings in the nearby social center.

Another difficulty incidental to rearing children in a city is the lack of means for training them in practical affairs. The sons and daughters who still live in the country are partners in the industries of the house and farm. They not only play at the pursuits of adults, but they practice them. In fetching the water and wood, in sweeping, washing and sewing, in caring for cattle, in planting and harvesting, and in doing the multitude of other tasks, boys and girls receive a training that strengthens the fibres of the will as well as those of the limbs. Country life is a preparatory school of applied common sense so carefully graded and fitted to budding powers that it seldom blights them, and so thoroughly practical that old age rarely finds its graduates in the almshouse.

On the other hand, the home life of a large part of our city children affords no such training. All our activities seem specially designed to prevent the growing boy from "butting in." When we do try to let him into a bit of real life we have to rig it up under such palpably artificial conditions that he quickly detects the sham and loses his interest in it. We have few miniature enterprises at which he can acquire habits of thrift and develop the sense of values.

To meet this educational shortcoming the day school has established shops, kitchens and sewing rooms. But this equipment is expensive and the

community's sense of economy would be disturbed if it were used only during day-school hours. Consequently there is a growing number of cities where one finds in the evening and vacation schools boys who are busying their hands with wood and bent iron, with saw and pliers, with chair-seats and candlesticks, and getting that ability to plan, to judge, to execute, to create, to become useful, which has so little chance to develop in the tenement backyard. Here also girls are learning to sew, use the gas range, prepare food, fit garments, and acquire the rudiments of occupations which will increase their usefulness whether they become housewives or wage-earners. They are getting that important training in everyday things which does not come naturally in the home life of city girls.

The practical education of pupils is also furthered by allowing them to conduct school savings banks, glee clubs, entertainments, and the score of other student activities now so common in high and grammar schools. Of these none is so effective for developing the virtues of fairness and honesty as the participation in, and management of athletic meets; and the ability to do "team-work" which is fostered by organized sports is needed by the country boy even more than by his urban brother. On the home side of the problem much is being done through the education of the fathers and mothers in the parent-teacher associations.

Extraordinary as the changes in our modes of

living and working have been, they are no more remarkable than the development which has occurred in the school plant. The single-roomed, shingle-roofed school house of the olden time, with its cylindrical stove, wooden benches and unmanageable windows has grown into a many-

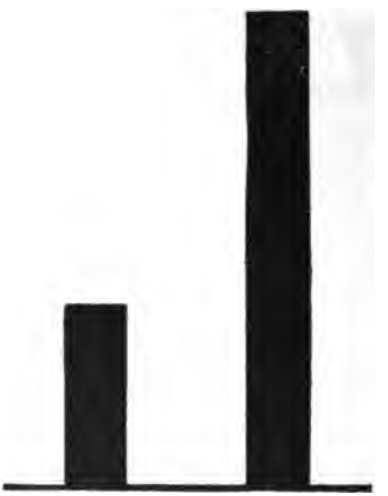


Diagram representing the ratio between the extent day classes use a modern elementary school building and the utilization that is physically possible (i. e., during 10 hours daily for 313 days of the year).

storied building of brick and stone with a boiler, an engine and a dynamo in the basement. Light comes into it without glare and pure air without drafts. Its walls are hung with the contributions of a generous art, while its façades are fashioned

Constructive Play in the School Yard

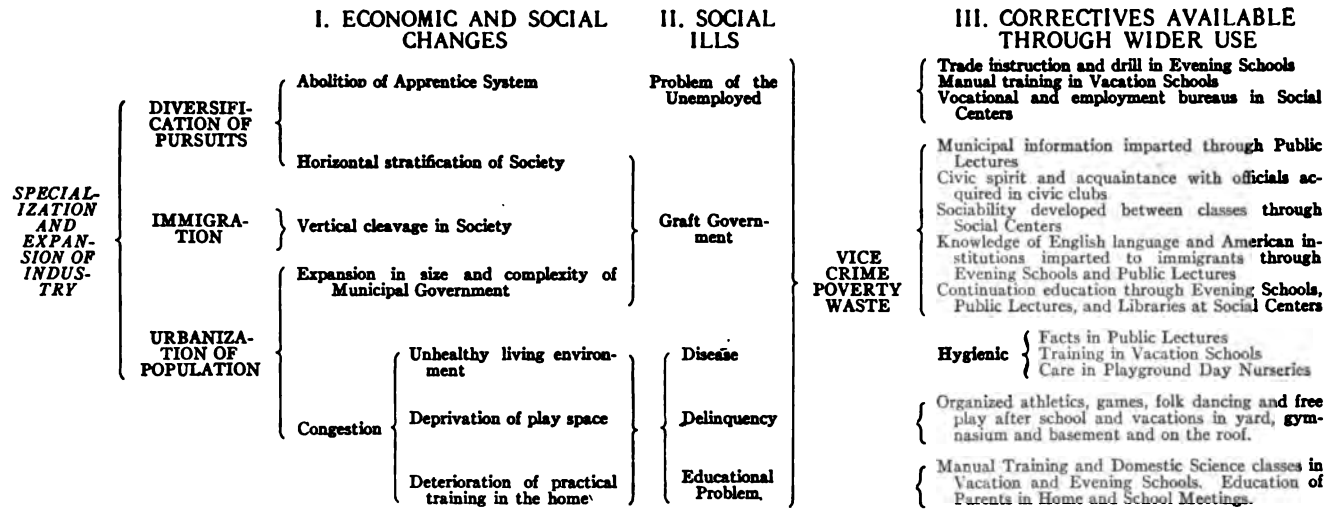
Promoting Domestic Happiness
BUFFALO VACATION SCHOOLS

by a discriminating architectural taste. The single, often ignorant teacher who ruled the little red school house has been succeeded by a corps of men and women, each trained for a special task and all directed by a chief who sits in a central office equipped with telephones, electric program clocks and typewriters, and transmits his orders through a staff of assistants.

Along with the tremendous increase in the cost of school property occasioned by such a growth, a strong sentiment has arisen which demands that it be fully and economically used. This feeling was forcibly expressed by Superintendent Maxwell, than whom no American school official has worked more effectively for its realization, in his annual report for 1904:

"The central facts to be considered in any discussion of this subject are that the Board of Education is trustee of real property—school sites and buildings—to the amount of about sixty millions of dollars, all of which belongs to the people, and that this vast property is in use only about one-third of the waking hours. In this city, where there are hundreds of thousands of foreigners to be converted into American citizens, where hundreds of thousands of children are without space indoors or outdoors in which to play, this vast property ought to be utilized at all reasonable hours for the recreation and improvement of the people. . . As President Eliot has pointed out, there can be no waste of money in

public school administration comparable to the waste involved in permitting millions of dollars worth of property to remain unutilized except during the hours when school is kept."



This chart is an attempt to represent the more salient, material factors of present social problems in connection with the forces for betterment that exist in community-used school property. It does not purport to give a complete and scientific analysis of a situation in which psychical as well as economic influences are involved. Misrepresentation may also seem to arise from joining the ills to single groups of social changes, since, as a matter of fact, there is a mixture of causes behind each of the problems. Thus besides the industrial changes immigration and home training both enter into the matter of the unemployed. But despite these defects it is believed that the factors and relations are sufficiently fundamental to warrant [illegible]jective and schematic presentation.

APPENDICES

APPENDIX A

LOCAL LECTURE SOURCES

THE following list sets forth the possible sources of lectures and lecturers which are to be found in the average American community. In the ranks of the professional men and among the officials of the societies and organizations named below should be many speakers whose services could be obtained whenever the public has need of them. Often speakers will gladly give their addresses free in behalf of public education.

After each name follow one or more topics, most of which have actually been discussed upon lecture platforms in various places. The list is not complete, but if it is found suggestive it will have served its purpose.

NATIONAL OFFICIALS

MEMBER OF CONGRESS
- Prominent Men in the National Legislature

LOCAL FORECASTER OF WEATHER BUREAU
- Uncle Sam as a Weather Prophet
- The Story of the Air
- Effects of Weather on Mind and Body
- The Causes of Stormy Weather

RECRUITING OFFICER
- The Opportunity to Acquire a Trade in the Army
- The Educational Advantages of Army Life

STATE OFFICIALS

JUSTICE OF THE SUPREME COURT
- Naturalization: its Privileges and Obligations
- Habit Makes the Boy
- The Square Deal for the Child

SENATOR
- How the Upper House Differs from the Lower House
- Federal, State, County and Municipal Government

MUNICIPAL OFFICIALS

MAYOR
- The Making of a Citizen
- Why There are Politicians

ENGINEER
- The Smoke Question

HEALTH DEPARTMENT HEAD
- City Milk
- Why Have Typhoid

BACTERIOLOGIST
- Germs and Sickness
- La Grippe, Pneumonia and Diphtheria
- Recent Progress in Warfare against Microbes
- Lockjaw, Malarial Fever and Hydrophobia

PARK COMMISSION HEAD
- How to Use a Park
- How to Plant and Care for Shade Trees

WATER DEPARTMENT HEAD
- Value of Pure Water to a Community
- Our Water Supply

FIRE DEPARTMENT CHIEF
- How the Fire Insurance Rate Was Lowered

CHIEF OF POLICE

Preventing Crime Cheaper than Catching Criminals

SCHOOL DEPARTMENT

SUPERINTENDENT

How the Board of Education Spends Your Money
The Cash Value of a High School Training

TEACHER OF CHEMISTRY

Explosives
The Chemistry of Fuels

TEACHER OF MUSIC

Life Forces in Music
"Carmen," illustrated by Piano Selections and Talking Machine

TEACHER OF PHYSICS

The Latest Developments in Electricity

TEACHER OF ZOÖLOGY

Insects and the Nation's Property
Our Small Neighbors
Our Friends of the Sea

PRINCIPAL OF GRAMMAR SCHOOL

How the Parent and Teacher Can Co-operate
How Children May Learn to Use Money

SCHOOL PHYSICIAN

Care of the Skin: Bathing and Clothing
Health More Important Than Education
Common Physical Defects and How to Cure Them
Medical Inspection of School Children
What to do in Accidents and Emergencies

GRADE TEACHER

What the Teacher May Expect from the Parent
To Every Girl Her Chance

COLLEGE AND UNIVERSITY PROFESSORS

ASTRONOMY

Some of the Recent Developments in Astronomy
Eclipses of the Sun
Is Mars Inhabited?

ECONOMICS

Trade Unions and the Labor Problem
Morals and Competition
The Industrial Corporation

ENGLISH LITERATURE

The Great English Novelists
The Spirit of Tennyson

PEDAGOGY

Does a Child need Discipline or Sympathy
Character in the School Room
The Fine Art of Making a Child Bad

POLITICAL SCIENCE

The Problem of the Ballot
The Building of a Citizen

SOCIOLOGY

Facts About Lynching
What is the Labor Problem
How the Other Half Lives in England

MISCELLANEOUS

BOARD OF TRADE SECRETARY

Some Things that Every Citizen Ought to Know About Our City

BUSINESS MAN OF PROMINENCE

The Boy in Business and Some Things He Ought to Know

CAMERA CLUB

Picturesque Points in Our City

CHAMBER OF COMMERCE SECRETARY
- The Industries of Our City

CHARITY ORGANIZATION SOCIETY
- How We Should Treat Beggars

CLERGYMAN
- Give the Boy Another Chance
- What is a Man Worth
- How Boys Become Men
- Morals and Peace
- Respect for Authority in the Home and School
- The Mistakes of a Father I Knew

DAUGHTERS OF THE AMERICAN REVOLUTION
- The Spirit of Our National Holidays
- Miles Standish (a Reading)
- The Flag
- Independence Day Possibilities

DENTAL SOCIETY
- How to Care for the Teeth

EDITOR OF NEWSPAPER
- Publicity and Public Affairs
- The Making of a Newspaper

ELECTRIC LIGHT AND POWER COMPANY ENGINEER
- Some Common Applications of Electricity to Every-Day Life

ELOCUTIONIST
- Readings

FOREIGN SOCIETY PRESIDENT
- The European Home of My Race
- Why We Left the Old Country

GOOD GOVERNMENT CLUB SECRETARY
- City Government by Commission
- The Duty of a Citizen to the City
- Why We are Proud of Our City

GREENHOUSE MAN OF PROMINENCE
- Practical Suggestions for Home Gardening
- Gardening as a Prevention and Cure for Disease

HISTORICAL SOCIETY
- A Study in the Early History of Our Country
- Yesterdays in Our City

HOSPITAL STAFF
- Milk and the Child
- First Aid to the Injured
- The Care and Feeding of Babies
- How to Save Summer Babies

LABOR UNIONIST
- Morals and Unions

LANDSCAPE ARCHITECT
- Gardening in Relation to Civic Beauty
- The Economic Significance of Gardening

LAWYER
- Why the Lawyer Cannot Lie

LIBRARIAN
- How the Library can Benefit the Child

MANUFACTURER OF PROMINENCE
- The Habit of Being on Time
- Why We Have a Time Register in Our Office
- Morals and the Factory

MEDICAL ASSOCIATION
- The Fight Against Tuberculosis
- The Prevention of Communicable Diseases

NATURAL HISTORY SOCIETY
- Our Native Song Birds
- Fangs, Fins and Stings
- An Evening in Birdland

OCULIST
The Care of the Eyes

PHYSICIAN OF DISTINCTION
Some Causes of Nervous Disorders
How Tuberculosis Patients May be Helped at Home

PLAYGROUND ASSOCIATION
A Safe and Sane Fourth of July
The Relation of Play to Citizenship
Children's Idle Hours
Illustrated Playground Talk

SAVINGS BANK CASHIER
The Habit of Saving
Savings Banks; What They Do for the People and How They Do It

SOCIAL SETTLEMENT
Child Labor
The Problem of the Girl
The Neighborhood: the Beginning of Patriotism
The Coming People: Immigrants, Past and Present
The Need of Wholesome Pleasures for Children

SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN
When it is Proper to Remove the Child from its Parents

STANDARD OIL EMPLOYE
The Origin and Development of the Petroleum Industry

Y. M. C. A. SECRETARY
Give the Boy another Chance
An All Round Man
The Boy and his Vocation

Y. W. C. A. SECRETARY
Why Girls Should Have a Vocation
Healthful, Practicable Vacations for Working Girls

APPENDIX B

Regulations Covering the Use of School Buildings Adopted by the Rochester Board of Education

Adult Civic Clubs: Upon application to the Board of Education any public school building may be used as a meeting place for non-exclusive adult organizations whose object is approved by the Board of Education.

Boys' and Girls' Clubs: Upon the written application to the Board of Education of fifty adult citizens of any school district, any public school building may be used at such times as the public day or evening schools are not in session, as a meeting place for organizations of young men or young women, boys or girls above the age of fourteen years, who are not in attendance upon any day school; and with the use of the school buildings the services of a responsible director shall be provided.

The use of the school buildings for this purpose and the services of the club director shall be withdrawn if during any two consecutive months the average attendance falls below twenty-five.

Gymnasiums: The use of a gymnasium where practicable and the services of a physical instructor may be provided upon the request of any club whenever the average club attendance during the preceding month shall be at least thirty-five.

The use of the gymnasium and the services of the

physical instructor shall be withdrawn whenever the average gymnasium attendance during two consecutive months falls below twenty-five.

Library: The use of a library or reading room and the services of a librarian may be provided upon request of the clubs whenever the average weekly attendance in the club's meeting in the school building during any two months shall aggregate at least fifty.

The use of the library or reading room and the services of a librarian shall be withdrawn whenever the average attendance in the library or reading room during any two consecutive months falls below twenty-five or whenever the average number of books drawn falls below fifteen.

General neighborhood meetings for lectures or entertainments may be permitted upon the request of the clubs meeting in any public school building whenever, during any two consecutive months, the average weekly attendance aggregates at least 100.

The "general neighborhood-evenings" shall be discontinued when their average attendance during any two consecutive months falls below 100.

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